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ABSTRACT

A Senate committee hearing received testimony on the Equity in Educational Land Grant Status Act, which would extend land-grant status and concomitant federal aid to 29 Indian tribal colleges and postsecondary institutions. Senators and representatives of the National Association of State Universities and Land Grant Colleges, Navajo Community College, the American Indian Higher Education Consortium, Sinte Gleska University, and the Bureau of Indian Affairs, Office of Indian Education Programs endorsed the act and discussed the analogies between the mission of tribal colleges and that of present land-grant institutions, the underfunding of tribal colleges, the need for education in agriculture and natural resource management on American Indian reservations, and the opportunity for expanded rural extension initiatives that land-grant status would provide. Additional materials submitted to the committee include a list of the benefits of land-grant status; a description of the mission, philosophy, programs, students, and needs of Navajo Community College (NCC); statistical information on the Navajo community and economy; results of a survey of NCC graduates; and a proposed amendment to the bill. (SV)

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S. HRG. 103-470

EQUITY IN EDUCATIONAL LAND GRANT STATUS ACT OF 1993

ED 370 745

HEARING

BEFORE THE

COMMITTEE ON INDIAN AFFAIRS
UNITED STATES SENATE

ONE HUNDRED THIRD CONGRESS

FIRST SESSION

ON

S. 1345

TO PROVIDE LAND-GRANT STATUS FOR TRIBALLY CONTROLLED COMMUNITY COLLEGES, TRIBALLY CONTROLLED POSTSECONDARY VOCATIONAL INSTITUTIONS, THE INSTITUTE OF AMERICAN INDIAN AND ALASKA NATIVE CULTURE AND ARTS DEVELOPMENT, SOUTHWEST INDIAN POLYTECHNIC INSTITUTE, AND HASKELL INDIAN JUNIOR COLLEGE

NOVEMBER 18, 1993
WASHINGTON, DC

U.S. DEPARTMENT OF EDUCATION
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EQUITY IN EDUCATIONAL LAND GRANT STATUS ACT OF 1993

THURSDAY, NOVEMBER 18, 1993

U.S. SENATE,
COMMITTEE ON INDIAN AFFAIRS,
Washington, DC.

The committee met, pursuant to other business, at 10:14 a.m. in room 485, Russell Senate Office Building, Hon. Daniel K. Inouye (chairman of the committee) presiding.

Present: Senators Inouye, Akaka, McCain, Wellstone, Daschle, Murkowski, Cochran, and Gorton.

STATEMENT OF HON. DANIEL K. INOUYE, U.S. SENATOR FROM HAWAII, CHAIRMAN, COMMITTEE ON INDIAN AFFAIRS

The CHAIRMAN. We now proceed to the committee's hearing on S. 1345, the Equity in Educational Land Grant Status Act of 1993, a bill authored by our distinguished colleague from New Mexico, Senator Jeff Bingaman, who is with us this morning.

When President Lincoln signed the Morrill Act into law in 1862, the Nation embarked upon its first program of general support for higher education. Until that time, the only Federal support was for the military academies.

The Morrill Act provided that the interest on incomes from certain Federal land grants would go to the States to support a college in each State offering instruction in the agricultural and mechanical arts.

Today all States now have at least one land grant institution, as do the outlying territories and the District of Columbia, and 16 States have 2 such institutions.

Each institution receives an endowment based on the income from certain lands in their States or received as appropriations. In addition to their endowments, land grant colleges have benefited from appropriations through the Department of Agriculture to carryout instructional and research programs related to farming, ranching, and nutrition.

These colleges and other colleges and universities have also been assisted in serving their students and their communities in appropriations made to the Department of Education and other departments of Federal Government.

Federal aid to higher education has grown significantly in the years since the enactment of this act, but tribally-controlled community colleges and other Indian post-secondary institutions receive but little Federal aid, despite the special relationship of the

United States to American Indians and despite the important roles that tribal colleges perform in serving their students and communities.

So it is my hope that today's hearing will be the first step toward remedying this situation. At the same time, it becomes a step toward an enlargement of the tribal college's activities.

Finally, I should note that, although the committee invited the Department of Agriculture to send its representative to present testimony, the Department informed the committee that it was not able to complete its analysis and obtain necessary clearances in time to do so.

However, I am assured that the Department is interested in this bill and will file its testimony with the committee within 10 days.

[Text of S. 1345 follows:]

II

103D CONGRESS
1ST SESSION

S. 1345

To provide land-grant status for tribally controlled community colleges, tribally controlled postsecondary vocational institutions, the Institute of American Indian and Alaska Native Culture and Arts Development, Southwest Indian Polytechnic Institute, and Haskell Indian Junior College, and for other purposes.

IN THE SENATE OF THE UNITED STATES

AUGUST 3 (legislative day, JUNE 30), 1993

Mr. BINGAMAN (for himself, Mr. BAUCUS, Mr. CAMPBELL, Mr. DORGAN, Mr. LEVIN, Mr. RIEGLE, Mr. SIMON, and Mr. DASCHLE) introduced the following bill; which was read twice and referred to the Committee on Indian Affairs

---

A BILL

To provide land-grant status for tribally controlled community colleges, tribally controlled postsecondary vocational institutions, the Institute of American Indian and Alaska Native Culture and Arts Development, Southwest Indian Polytechnic Institute, and Haskell Indian Junior College, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Equity in Educational Land-Grant Status Act of 1993".

SEC. 2. DEFINITIONS.

As used in this Act:

(1) INSTITUTE.—The term "Institute" means the Institute of American Indian and Alaska Native Culture and Arts Development established under section 1504 of the American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act (20 U.S.C. 4411).

(2) TRIBALLY CONTROLLED COMMUNITY COLLEGES.—The term "tribally controlled community colleges" has the meaning given such term by section 2(a)(4) of the Tribally Controlled Community College Assistance Act of 1978 (25 U.S.C. 1801(a)(4)).

(3) TRIBALLY CONTROLLED POSTSECONDARY VOCATIONAL INSTITUTIONS.—The term "tribally controlled postsecondary vocational institutions" has the meaning given such term by section 390(2) of the Tribally Controlled Vocational Institutions Support Act of 1990 (20 U.S.C. 2397h).

SEC. 3. LAND-GRANT STATUS FOR TRIBALLY CONTROLLED COMMUNITY COLLEGES AND TRIBALLY CONTROLLED POSTSECONDARY VOCATIONAL INSTITUTIONS.

(a) IN GENERAL.—Tribally controlled community colleges, tribally controlled postsecondary vocational insti-

tutions, the Institute, Southwest Indian Polytechnic Institute, and Haskell Indian Junior College shall be considered land-grant colleges established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862, as amended (12 Stat. 503; 7 U.S.C. 301–305, 307, and 308).

(b) APPLICABILITY OF RELATED PROVISIONS.—Any provision of any Act of Congress relating to the operation of, or provision of, assistance to a land-grant college in the United States, Puerto Rico, the District of Columbia, the Virgin Islands, Guam, American Samoa, or the Northern Mariana Islands shall apply to the land-grant colleges and institutions described in subsection (a) in the same manner and to the same extent.

(c) AUTHORIZATION OF APPROPRIATIONS.—In lieu of extending to the colleges and institutions described in subsection (a) those provisions of the Act of July 2, 1862, as amended, relating to donations of public land or land scrip for the endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts, there is authorized to be appropriated $10,000,000 to such tribal colleges and institutions. Amounts appropriated pursuant to this section shall be held and considered to have been granted to such colleges and institutions subject to the

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provisions of that Act applicable to the proceeds from the sale of land or land scrip.

The CHAIRMAN. Now it is my great pleasure and privilege to call upon my colleague from New Mexico, the primary sponsor of this measure, the Honorable Jeff Bingaman.

STATEMENT OF HON. JEFF BINGAMAN, U.S. SENATOR FROM NEW MEXICO

Senator BINGAMAN. Thank you very much, Mr. Chairman.

Let me also say that I am very honored to have some other cosponsors. Senator Campbell, Senator Dorgan, Senator Daschle, and Senator Wellstone are all cosponsors of this bill, and I think it is a bill that is long overdue. It is a bill to provide land grant status for tribally-controlled community colleges and tribally-controlled postsecondary vocational institutions and three other institutions—the Institute of American Indian Arts, the Southwest Polytechnic Institute, and Haskell Indian Junior College.

This is a fascinating issue, Mr. Chairman, as you stated in your opening statement. The first Morrill Act, and then the second Morrill Act was intended to provide a level of Federal support on an ongoing basis to schools which were providing assistance throughout the country.

That program has been expanded. I think the figure now is we have about 73 schools that benefit from the program today. We have such schools as the University of the District of Columbia, for example, which is a land grant college for purposes of this act.

We have a variety of other schools in Guam, Virgin Islands, Micronesia, American Samoa, Northern Mariana Islands—all of those have been added.

Unfortunately, as is too often the case, we have overlooked the need to include the tribally-controlled colleges. What we have proposed here is that they be included and that land grant resources be made available to these schools.

The figures I have been given—which I'm sure the chairman is very familiar with, they are really very startling—when you look at tribal colleges today, they receive approximately $2,974 per full-time equivalent student. That compares to $17,000 per full-time equivalent for historically black colleges, and it compares to about $7,000 per full-time equivalent at comparable mainstream community colleges around the country. So there is a major deficiency in funding for these schools which seek to provide education to the Indian community.

This bill affects four institutions in my home State—Crown Point Institute of Technology, Navajo Community College—which has a major branch in Shiprock, New Mexico—Southwest Indian Polytechnic Institute, and the Institute for American Indian Arts.

The legislation does several things. Let me briefly summarize what is involved here.

In adding these 29 colleges to the list of land grant schools, it provides for a separate authorization of $50,000 per 1994 Institution. These would be referred to in the future as "the 1994 institutions" if we are successful in passing this legislation. It would provide an authorization of $50,000 per school for each of those institutions. It authorizes a building capacity grant program of $1.7 million per year for the next 5 years, and a grant program of $5 mil-

lion per year for research and extension services to be administered through the present program for land grant institutions.

Finally, the amendment provides for a permanent endowment in the amount of $23 million, which is comparable to the endowments available for the other schools that are presently covered.

As I indicated, Mr. Chairman, I think this is legislation which is long overdue. I think it is a major oversight that we have not allowed these schools to participate in this source of Federal funding as other schools are participating.

I hope very much that the committee will act favorably upon the bill and that we can get the full Congress and the President to sign it.

[Prepared statement of Senator Bingaman appears in appendix.]

The CHAIRMAN. Senator Bingaman, first may I commend you for your leadership in bringing this matter to our attention.

Second, I agree with you that it is long overdue, and I would like, on behalf of the committee to extend apologies to Indian country—to say that we are embarrassed that we are taking it up at this late stage.

Third, I believe we should keep in mind that, next to gaming, which is the major source of income in Indian country, the principal source is agriculture. If there is any territory in which a land grant college would be appropriate it should be Indian country. If the District of Columbia can get agricultural support money—I am still looking for the corn field in the District, but we have not found it—I am certain the Congress will agree with you, sir. We will try to expedite this.

Senator BINGAMAN. Thank you very much.

The CHAIRMAN. Any questions?

[No response.]

The CHAIRMAN. Before calling upon the next panel, I have been requested by Senator Campbell to place his statement in the record in support of this measure.

[Prepared statement of Senator Campbell appears in appendix.]

The CHAIRMAN. Now may I call upon the first panel, consisting of: The Director of the Office of Indian Education Programs, BIA, Dr. John Tippeconnic; and the Director of the Academic Programs, Agricultural and Natural Resources, National Association of State Universities and Land Grant Colleges, Dr. Joseph Kunsman.

Gentlemen, welcome.

May I first call upon Dr. John Tippeconnic.

STATEMENT OF JOHN TIPPECONNIC, DIRECTOR, OFFICE OF INDIAN EDUCATION PROGRAMS, BIA, ACCOMPANIED BY REGGIE RODRIGUEZ, POST-SECONDARY BRANCH, OFFICE OF INDIAN EDUCATION PROGRAMS

Mr. TIPPECONNIC. Thank you, Mr. Chairman.

Good morning, Mr. Chairman and members of the committee.

Joining me at the table is Reggie Rodriguez, who is head of our post-secondary branch in the Office of Indian Education Programs, and who has direct responsibility over the tribal colleges and Haskell and SIPI.

I am pleased to be here to present the Department of the Interior's views on S. 1345, a bill to provide land grant status for tribally-controlled community colleges, Haskell Indian Junior College, Southwest Indian Polytechnic Institute, and other tribally-controlled post-secondary vocational institutions.

We have no objection and support the enactment of S. 1345, the Equity and Educational Land Grant Status Act of 1993, which would provide land grant status to the BIA post-secondary institutions.

However, the bill would affect programs in the Department of Agriculture, so we defer to the Department of Agriculture for their comments.

We also understand that the Department of Agriculture will provide comments for the record.

The BIA supports tribal colleges through annual appropriations to these schools. In fiscal years 1993 and 1994, these appropriations were 24 million and 27 million, respectively.

If enacted, S. 1345 would provide tribal colleges additional resources and programs from the Department of Agriculture.

The community colleges of the territories of American Samoa, Micronesia, the Universities of Guam, and the Virgin Islands receive annual appropriations based on their special status as trust territories. The University of the District of Columbia also receives annual appropriations. Historically black colleges and universities were included in the second land grant act of 1990.

Land grant colleges were created to serve the special needs of rural populations of this Nation. Tribally-controlled community colleges, tribally-controlled post-secondary vocational institutions, the Institution of American Indian and Alaska Native Culture and Arts Development, Southwest Indian Polytechnic Institute, and Haskell Indian Junior College also serve the special needs of rural Americans—in this case, American Indians.

Some institutions of the trust territories were unique in that American Samoa Community College, the College of Micronesia, and Northern Marianas College were and still are 2-year institutions. The tribally controlled community colleges are very similar in that most of them are 2-year institutions, as well.

The BIA will continue to support tribal colleges and supports this effort and sees it as a way in which tribal colleges can assist educating training the food and agricultural work force for this country, and also to promote scientific methods of training for their rural work force.

This concludes my prepared statement. I will be happy to answer any questions you might have.

[Prepared statement of Dr. Tippeconnic appears in appendix.]

The CHAIRMAN. After the presentation by Dr. Kunsman we will call upon you for questioning.

Thank you very much, sir.

Mr. TIPPECONNIC. Thank you.

The CHAIRMAN. Dr. Kunsman.

STATEMENT OF JOSEPH KUNSMAN, DIRECTOR, ACADEMIC PROGRAMS, AGRICULTURAL AND NATURAL RESOURCES, NATIONAL ASSOCIATION OF STATE UNIVERSITIES AND LAND GRANT COLLEGES, WASHINGTON, DC

Mr. KUNSMAN. Mr. Chairman, my name is Joseph Kunsman. I am presently on leave from the College of Agriculture, University of Wyoming, to serve as director of academic programs and agriculture and natural resources for the National Association of State Universities and Land Grant Colleges.

I am testifying on behalf of the association in place of President C. Peter McGraw who is in Costa Rica fulfilling a previously-sched uled commitment. President McGraw asked me to share with th committee his regrets in being unable to testify today.

More than 6 months ago, representatives of the American Indian Higher Education Consortium approached our association in regards to their effort to secure land grant status for their members schools.

From the inception of our discussions, President McGraw and cognizant members of the staff were supportive of this effort because the Native Americans' interest in and desire for land grant status epitomizes the original and abiding spirit that inspired the establishment of our land grant system.

Early in our last century life in America underwent dramatic changes, and many educators realized that an entirely new educational system needed to be created to provide accessible education suited to the needs of our citizens.

Justin Smith Morrill, commenting on the Land Grant Act that he championed, remarked,

> I could not overlook any measure intended to aid the industrial classes in the procurement of an education that might exalt their usefulness.

I believe it is also germane to this bill to note a second comment by Congressman Morrill in defense of his legislation. Morrill noted that,

> While some localities were financially able to support education, many of the States could not afford to establish educational institutions on their own.

In the intervening 130 years of our existence, land grant institutions have striven diligently and successfully to serve as the chief advocate for public higher education.

Recently, President McGraw stated,

> American public research universities and land grant colleges are a marvelous enterprise that has served our nation well. They are fundamental to our democratic system and essential to our aspirations for a better, more just future.

This recent statement by President McGraw and the original expressions by the author of the Land Grant Act leave no doubt that our association, which represents the land grant colleges, must support the efforts by the Native Americans to secure accessible education suited to their needs.

In order to articulate our support for the land grant status for the Native American controlled colleges, the board of directors of the National Association of State Universities and Land Grant Colleges passed the following resolution at their September meeting:

> The National Association of State Universities and Land Grant Colleges endorses the quest by this Nation's tribal colleges for Federal legislation conferring land grant status upon these colleges.

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The 27 tribal colleges have an outstanding proven record of great success in providing educational opportunity to Indian and other students, and providing valuable services to Indian populations.

Although primarily 2-year colleges, their role and mission is fully compatible with the land grant mission of promoting educational opportunity where it is lacking and needed.

The Association looks forward to working collaboratively with the tribal colleges and the American Indian Higher Education Consortium in obtaining the passage of Federal legislation. Moreover, the Association is eager to build upon existing cooperative and collaborative relationships between its land grant members and the tribal colleges, and it looks forward in the future to welcoming these colleges into the land grant community.

Finally, in regards to the specific language of S. 1345, I refer to a letter dated November 4, 1993, from President McGraw and sent to the members of our Association.

President McGraw expresses our Association's support for a one-time endowment for the tribal colleges, a capacity-building grants program to strengthen undergraduate education, the tribal colleges each receiving $50,000 annually for teaching the elements of food and agricultural sciences, and our willingness to increase collaborative relationships involving cooperative extension services activities on reservations and in collaboration with the tribal colleges.

The Association emphasizes that we could not support decisions that would drain resources from existing cooperative State research and extension programs, but we can support, if carefully and properly drawn, modest increases, particularly in the cooperative extension budget.

The final language of amendments to S. 1345 were not available at the time my comments were prepared; therefore, I must reserve judgment on the specific language of the bill. However, the recent history of our previous collaboration with the Native American controlled college personnel, the staff of this committee, and the staff of Senator Bingaman's office suggests an amicable determination can easily be reached.

Mr. Chairman, this concludes my testimony. On behalf of the National Association of State Universities and Land Grant Colleges, I again thank you for this opportunity to testify regarding this very important legislation.

[Prepared statement of Dr. Kunsman appears in appendix.]

The CHAIRMAN. I thank you very much, Dr. Kunsman.

Before I call upon the witnesses, as you may be aware, the measure we are considering is a substitute bill which was made available to the committee only yesterday.

I think I should set forth the major provisions of the substitutes.

This measure before us identifies 24 tribally-controlled community colleges, 2 tribally-controlled post-secondary vocational schools, 2 BIA post-secondary institutions, and the Institute of American Indian Arts. These are designated as 1994 institutions and land grant colleges.

It authorizes an endowment of $23 million for the institutions, authorizes annual appropriations of $50,000 each for the 29 institutions for instruction in food and agricultural sciences, authorizes $5 million annually to be awarded on a competitive basis to State land

grant colleges to enable them to enter into cooperative agreements with 1994 institutions for the delivery of extension services, and authorizes $1.7 million annually to assist the 1994 institutions in the construction of research facilities.

Am I correct that you agree and support all of these?

Mr. KUNSMAN. Yes; we do.

Mr. TIPPECONNIC. Yes; we do.

The CHAIRMAN. Obviously, the item of discussion, if any, will be the availability of funds. I cannot imagine anyone opposing including tribally-controlled colleges as part of the land grant program, but we may have some concern about availability of funds.

Dr. Tippeconnic, do you believe that the funds that are now presently available to tribally-controlled community colleges are sufficient?

Mr. TIPPECONNIC. Funds they receive through the Bureau?

The CHAIRMAN. Yes.

Mr. TIPPECONNIC. No; they are not sufficient. The previous testimony from the Senator indicated the differences between what tribal colleges receive and what other colleges in this country receive.

If we look at the Carnegie report that recommended $5,820 per Indian student count—and that's also in the legislation—we provide far below that. No, it is not sufficient.

The CHAIRMAN. And so you do support the funding level as set forth in this measure?

Mr. TIPPECONNIC. Yes.

The CHAIRMAN. Where will that funding come from?

Mr. TIPPECONNIC. That's a good question. The funds are Department of Agriculture programs, and we will have to, I guess, work with the Department of Agriculture through OMB to help identify the moneys for these programs.

The CHAIRMAN. Well, I can assure you that, as a member of this committee, I will do everything possible to expedite the passage and adoption of this measure, and I look forward to receiving the views of the Department of Agriculture. I am certain they will agree with the committee also.

Thank you very much.

And now for the final panel may I call upon the President of the American Indian High Education Consortium, Margie Perez, accompanied by Georgiana Tiger, the Executive Director of the organization; the Chairman of the AIHEC Land Grant Study Committee, Dr. Joseph McDonald, who is also President of the Salish-Kootenai College of Pablo, Montana; the Development Officer of the Sinte Gleska University of Rosebud, Robert Moore; and the President of Navajo Community College Dr. Tommy Lewis.

May I first call on President Perez.

STATEMENT OF MARGIE PEREZ, PRESIDENT, AMERICAN INDIAN HIGH EDUCATION CONSORTIUM (AIHEC), WASHINGTON, DC, AND PRESIDENT, FORT BELKNAP COMMUNITY COLLEGE, HARLEM, MONTANA, ACCOMPANIED BY GEORGIANA TIGER, EXECUTIVE DIRECTOR, AIHEC, WASHINGTON, DC

Ms. PEREZ. Good morning, Mr. Chairman.

I am the President of Fort Belknap College in north-central Montana, but I am here speaking today on behalf of the American Indian Higher Education Consortium, and on behalf of the 31 member institutes we want to thank the committee for allowing us to express our views on behalf of the tribal colleges.

We applaud Senator Bingaman, the cosponsors, and particularly this committee for taking the leadership role and being able to provide American Indian students with access to some of the educational programs that fall within the Department of Agriculture.

The 29 colleges which are named in S. 1345 comprise all of the American Indian Tribal Colleges in the Nation, and as this committee is aware, the AIHEC colleges have won widespread acclaim for ability to be able to raise the quality of life, provide education—quality education—services and economic development to an impoverished people within our reservation communities.

By designating the 24 colleges, the 2 Bureau-funded schools, and the 2 vocational technical schools and AIA land grant status, it would enable us to gain access to many of the programs that are currently enjoyed by other populations.

Recently the Senate Agricultural Appropriations Subcommittee noted the distinctive possibilities for economic growth under their program. I quote:

> The committee notes the potential for agricultural development on Indian reservations and urges the Department to consider the requests of the tribal community colleges.

Indian tribal community colleges are experienced in providing agricultural education and outreach and technical assistance to encourage socially disadvantaged farmers and ranchers. This came from Senate report 102-334.

As all of the previous panelists have indicated, the tribal colleges are currently under-funded, and we are located in under-served areas. This is partly due to our inability to access certain fundings and the limit that we have run into in sources of funding.

The AIHEC colleges do rely upon Federal funding for the majority of our dollars, and such we serve such economically-depressed areas, it is unreasonable to expect us to raise our tuition cost, because in doing so we would be eliminating the majority of the people who we currently serve within our tribal colleges.

According to the 1993 National Association of State Universities and Land Grant Colleges report, it states there are currently 74 land grant institutions in the United States and trust territories serving nearly 1.4 million students.

With the inclusion of the 16,000 students that are attending AIHEC colleges into the land grant programs, we would only represent slightly more than a 1-percent increase in the overall land grant student count, but imagine the dramatic difference that we could make in the programs that we could offer and the tribal college's ability to fund and conduct agricultural programs that are necessary but have, to date, been out of reach for us.

The programs that are being administered by the land grant colleges under the Department of Agriculture can provide some immediate results to the American Indians by allowing us to realize the agricultural returns that our land is capable of producing, thus

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providing employment—meaningful employment—and increasing the available tax base.

The previous panelists have discussed the first Morrill agreement and the second, and I should note that the newly-admitted States were given land grant status, as well, following both the first and the second Morrill Acts.

Where most States received the traditional land allocations for their college, Hawaii in 1960 established a different admittance procedure, and since the Federal Government did not have land to donate, a $6-million endowment was given in lieu of land script.

And in 1968 the important precedent of admitting U.S. trust territories was established when the Federal City College, which is now known as the University of the District of Columbia, was admitted as a land grant institution. Like the University of Hawaii, they also were given an endowment in lieu of land script.

In 1972 an effort was made to include trust territories outside of the formal United States, and that was the inclusion of the College of the Virgin Islands and the College of Guam in our land grant programs. Again, these colleges received an initial, one-time endowment like recently-added institutions.

Most recently, in 1990, the additions that we saw into the land grant programs occurred when Micronesia, American Samoa, and the Marianas islands were included. This did a couple of things. It finally included all trust territories outside of the United States and, as mentioned earlier, it established the precedent of admitting community colleges into the land grant community.

Now, each of these viable institutions was admitted to allow their respective populations to benefit from the broadened diverse range of programs that come with land grant status, and as the agricultural community has evolved, so did the programs that were being offered by these institutions.

The highly urban areas, such as the District of Columbia, offer unique research programs and services that are just as crucial to agricultural education as those institutions that are located out in our remote and rural areas.

Mr. Chairman, the American Indian reservations represent the last remaining lands under the United States flag which do not receive benefits which land grant colleges can provide.

At the heart of rural America are the AIHEC colleges who represent communities dependent upon agriculture but excluded from mainstream agricultural programs. The AIHEC colleges, like other land grant institutions included since 1960, would receive a one-time endowment.

The $23 million endowment request for the 1994 colleges is based upon an average of the actual endowment amounts that were appropriated since 1960. It is our understanding that the principle of the endowment would be held in trust with the Federal Government, and that the interest would be utilized by the individual colleges, as long as those uses are consistent with what is being done by the existing 74 land grant institutions.

In closing, Mr. Chairman, we urge the committee to enact legislation to ensure that the first Americans do not remain the last Americans.

We thank the committee for extending this opportunity for us to express our strong support for the Equity and Land Grant Status Act of 1993.

[Prepared statement of Ms. Perez appears in appendix.]

The CHAIRMAN. I thank you very much.

I have just one question. On pages 1, 2, and 3 of the bill there are 29 institutions that are set forth. Is this list correct?

Ms. PEREZ. Mr. Chairman, I believe—

The CHAIRMAN. Have you looked over the list?

Ms. PEREZ. I believe that the list is correct.

The CHAIRMAN. It also includes the last two, Leech Lake and Menominee?

Ms. PEREZ. Yes; they were our two most-recently admitted institutions.

The CHAIRMAN. Thank you very much.

Now may I call upon Dr. McDonald.

STATEMENT OF JOSEPH McDONALD, CHAIRMAN, AIHEC LAND GRANT STUDY COMMITTEE, WASHINGTON, DC, AND PRESIDENT, SALISH-KOOTENAI COLLEGE, PABLO, MT

Mr. McDONALD. Thank you, Senator. It is a pleasure to be here. I do thank you for taking the time to conduct this hearing, and special thanks to your staff and all the other congressional staff that are here.

I'd like to, at this time, acknowledge that we got support from the State Land Grant Colleges right away, and it was led by President Mike Malone, President of Montana State University, which is our State land grant college, and it was followed quickly by President George Dennison from the University of Montana. They really led off the support, and I'd like to give a special thanks to them.

The Salish-Kootenai College serves the Flathead Indian Reservation, and we also regionalized ourselves in training health care providers. We have a nursing program, a medical records program, a dental technician program, and vocational rehabilitation counselling. We are a regional center for BIA in their EARN initiative, and we train skilled construction workers—Indian people from throughout the Northwest.

We get a lot of requests on agriculture locally, and we have not been able to respond to those requests because we simply don't have the resources to do that. If we get past this piece of legislation, it would be very important to us. We would then be able to respond to these requests.

We have on our reservation 5,000 Indian people. We have 134 that are in farming and ranching. So we have a great—we could expand a lot.

We have 133,000 acres of agricultural land that is leased to non-Indians, and so we have a good opportunity to get Indian people into agriculture if we could only do it.

The early Jesuits came in 1840 and taught our people a little bit about agriculture, and we had some agricultural development at that time. And then the land grant institution, Montana State University, was developed in the early 1900's, but our people have not

participated in the extension service from the land grant, and they don't participate very much in farming and in gardening, as you can see from the figures we had.

We do participate in the Indian farm agent program, and we have a farm agent on our reservation now that has been to work for about ten months. He said development is very slow, and he'd really appreciate help that could come through the college in the form of educational programs. IT would assist him in his work.

Prior to white contact—and, according to Jack Weatherford in his research and recent book "Indian Giver"—he gives credit to the Indians for providing the world with a lot of our food today—potatoes, squash, corn, tomatoes, beans, sunflowers, cranberries, turkeys, chilis, maple syrup—a lot of—I could go on and on about the foods that we have there presented to us by the Indians of North America.

But now there is very, very little food production, very, very little gardening. On Flathead we have a very, very modest gardening program.

We have a lot of HUD housing programs—30 or 40 houses in a cluster surrounded by tribal land. We could really develop some food production if people only knew how.

The Dawes Act back in the late 1800's attempted to get agriculture to Indian people. Mr. Dawes, from research that people have done, have told me that he was a well-meaning person, and Congress was well meaning at the time, thinking that if they could give each Indian alive a tract of land, that they would farm, and they would raise livestock. But it didn't happen.

The people were too new at the time. Oftentimes a tract of land was a long way away—a good day's horse ride even to get to the place. So land was generally sold and those people that did develop their tracts began to lose their tribal feeling, and the whole idea of tribal thinking began to develop, to not think like a tribe and not act like a tribe as a result of the Dawes Act.

Our land then was open to homesteaders and they came in and there began to be a lot of distrust develop between the two groups. The homesteaders needed the water out of the streams to irrigate; the Indians wanted the stream for fishing and waterfowl. The struggle goes on even today.

Recent agricultural practices have put a lot of herbicides and pesticides that wash into the streams and a lot of the small animals are disappearing from their reservations, so there is a lot of distrust.

The extension service comes to us through the land grant institution with the land grant bill appropriations paying one-third of the cost, the county paying one-third of the cost and the State paying one-third, and so the county looks at it as their program, and so our Indian people don't participate in it.

I think if we could get this program passed, it would give our people an opportunity to work. We would work in conjunction with the State land grant and county extension service. It would bring us together, and we would work together.

I think the passage of this would really help change things on our reservation, and I think it would help get a lot of people into agriculture.

In closing I would like to say I sincerely hope that your committee and subsequently Congress and the President will approve this legislation. It is a strange turn of events that the people who once owned all the land are here now 400 years later and are asking for land grant status for their colleges. And because all the land is gone, we are asking for funds in lieu of land for endowments.

The people that provided so many edible foods for the world and taught early explorers and settlers how to prepare much of today's cuisine are now asking for funds to teach this lost art to its own people.

So, when you sit down for Thanksgiving, we sit down to dinner and we give thanks to the Creator. Much of the food we will eat was given to us by the Creator through the American Indians. The dinner might include Turkey with cornbread stuffing, cranberry sauce, succotash, corn on the cob, sweet potatoes, stewed squash, tomatoes, baked beans, pecan pie—all of which came from our Indian people.

I thank you, Senator.

[Prepared statement of Mr. McDonald appears in appendix.]

The CHAIRMAN. I think it is about time we paid you back for that.

May I now call on Mr. Moore.

STATEMENT OF ROBERT MOORE, DEVELOPMENT OFFICER, SINTE GLESKA UNIVERSITY, ROSEBUD, SD

Mr. MOORE. Thank you, Mr. Chairman.

[Remarks in Native tongue.]

Mr. MOORE. For those of you on the committee and the staff who are unfamiliar with the Lakota language, howdy. I greet you this morning with great humility and honor from President Bordeaux from Sinte Gleska University, who regrets that he could not be here today to present this oral testimony to the committee on behalf of Sinte Gleska University, and ultimately the Rosebud Sioux Tribe.

Within our written testimony there are a number of initiatives and areas that could be implemented by enactment of S. 1345, the land grant status bill for tribal colleges. There are, however, a number of other areas I would like to mention, and certainly one is health.

In a dialog that has been happening throughout the country most recently regarding health care of Americans, much attention has been given to Indian country. The health care of Indian people, or the health of Indian people, has decreased with great velocity since the encounter of western America—the European encounter.

We feel at Sinte Gleska University that our efforts in the last 20 years have really begun to make significant impacts in the area of education. We now feel that the enactment of this legislation will allow us to address areas such as nutrition and ultimately the health of our people to sustain life—not only life, but also our homelands so that we might be participants in areas of economic development that we are currently unable to be involved in because of the harsh and often very saddening outlook of our reservation economy, which you and this committee are well aware of.

We certainly thank you and Senator Bingaman and the cosponsors of the bill to take this initiative under this wing and really again champion the cause of tribal colleges throughout this body.

Another area that we would like to look at is certainly the home economics area. We are currently in the process of developing a curriculum that will begin an agri-business program at the university this spring. In that, we have discovered that our content of those things, in terms of agriculture, not just extends to the use of the land, but also extends to the family use of what is developed from the land.

It is ironic that it has taken us this long to begin really implementing a dialogue between the Department of Interior and the USDA, which is outlined in the agreement of principle between the USDA and the Department of the Interior in 1988 to begin developing these kinds of programs that address the agricultural and life of our people.

President Bordeaux did want me to add, in addition to our written testimony, a couple of events that have happened in the last ten days on the reservation.

We lost 9 tribal members in the last 10 days, 2 of which are 14 years old and 16 years old, whose lives were taken due to gang-related violence on the reservation. One was beaten to death—a 14-year-old boy, and just this last Monday evening a 16-year-old boy was shot to death as a result of gang-related violence.

We are not—although the pink square the Rand McNally says we live in—the Rosebud Reservation—we are not immune to the influence of the MTV kind of society and generation that is being developed and has really been given a great influence in our country.

These young people, whose lives are now being torn apart by bullets, by other people's hands, and by the philosophies that are incongruous with tribal philosophies and tribal values—the [native word], we call it, the traditional Lakota way of living—can be directly related to the Federal policy of removing Indian people from their land.

We believe—as President McDonald already indicated—that, in part, that has also been implemented by the Department of Housing. They place us in these clusters—these Indian ghettos, so to speak, on the reservation. You have been to Rosebud. You have seen some of those ghettos. They are far removed from the land from which we come, and we believe that part of our effort to address this growing trend among our young people, of which there are 50 percent 19 years old or younger on the reservation—18,000 tribal members live there.

We believe that by instilling the historical value of the land, the cultural context of the land, and by providing these people an outlet to implement vision on the land, which leads to land ethic, certainly economic development, and certainly spirituality among the Lakota people, can be addressed through the passage of S. 1345.

By increasing our ability to provide these educational opportunities for our people, this committee is also aware that we could not do much of what we do now without Federal funding, as has been related by President Perez. But we also feel that our ability to sustain our lives without gaming—which is what is happening right

now on Rosebud. We don't have a casino—is that we need to look at these other areas to provide not only a cultural context, but also provide for new life into the 21st century for our people.

I can't stress that enough.

I would like to thank you, Mr. Chairman. It has been my pleasure to testify before this committee before. I am honored again today to have done so. Thank you.

[Prepared statement of Lionel Bordeaux as presented by Mr. Moore appears in appendix.]

The CHAIRMAN. I thank you very much, Mr. Moore. Your statement is most helpful.

And now may I call on Dr. Lewis.

STATEMENT OF TOMMY LEWIS, NAVAJO COMMUNITY COLLEGE, TSAILE, AZ

Mr. LEWIS. Chairman Inouye, members of the committee, congressional staff, and visitors, I am Tommy Lewis, Jr., President of Navajo Community College located on the Navajo Nation at Tsaile, AZ.

On behalf of the tribally-controlled community colleges, thank you for providing me the opportunity to present testimony before you on an issue of great importance to the future and survival of institutions requesting land grant status.

Twenty-five years ago the Navajo Nation took a momentous step toward Native American self-determination in education and toward addressing the unmet secondary education needs of tribal Indians by establishing the Navajo Community College as the first tribally-controlled college.

There are approximately 2 million Native Americans living in the United States, 800,000 of whom live on reservations, and there are now 29 tribally-controlled colleges serving the needs of approximately 16,000 Indians in midwestern and western States.

Generally speaking, these colleges are poorly funded, caused in great measure by depressed economic conditions on reservations and by inadequate Federal support.

Presently, tribal colleges receive approximately $2,974 per student, compared to approximately $17,000 per FTE for some historically black colleges and universities, and approximately $7,000 FTE for comparable mainstream community colleges.

This severe economic situation has led the American Indian Higher Education Consortium to take a strong and positive position on Senate bill 1345, seeking the maximum possible benefit from this legislation for its member colleges. The benefits from this legislation will provide our tribal colleges with resources to help alleviate the gross funding inequities from which we now suffer.

The granting of land grant college status to these institutions will also be in accordance with the intent of the Morrill Act of 1862 and subsequent legislation to develop programs to address the problems of the rural poor and study means of improving economic opportunities for rural people.

Navajo Community College serves as a case in point for the need for additional funding to the tribal colleges. Navajo Community College has the responsibility to serve residents of the 26,000

square mile Navajo Nation, which spans into the States of Arizona, New Mexico, and Utah.

Our main campus is located at the center of the reservation at Tsaile, Arizona. A second major campus in Shiprock, New Mexico, and a community campus in Crown Point provide educational services to New Mexico residents, while the four community campus centers in Window Rock, Ganado, and Tuba City serve Arizona residents.

The Navajo people are employed primarily in livestock raising, farming, unskilled labor, and tribal and Federal Government jobs. Unemployment is very high, and the overall educational level is low. Many people are below the poverty level. In spite of the shortcomings of the reservation, the Navajo Nation has much greater shortcoming in natural and human resources than other tribes.

Our huge reservation contains relatively undeveloped energy sources of coal, oil, natural gas, and uranium, as well as exhibiting an under-utilization of land and water resources.

Yet, to develop these resources the Navajo Nation needs more Navajo individuals who are formally educated in such fields as engineering, range conservation, hydrology, business management, natural resource development, and rural social and economic development.

Navajo Community College has already established a strong foundation on which to build such programs. Our charter by the Navajo Nation calls upon us to provide educational opportunities that are important to the economic and social development of the Navajo Nation.

We also need a research facility to serve the Navajo Nation.

The Navajo educational philosophy teaches that survival and well-being depend upon the balanced use of land and other resources provided by Mother Earth.

During our 25-year history we have provided agricultural education to assist both family farmers and Navajo agricultural products industry that is associated with the Navajo irrigation project.

Navajo Community College awards associate degrees and technical certificates in areas important to the economic and social development of the Navajo Nation. New degree programs in earth, environmental science, and solid waste management technology industry illustrate the college's developing interest in helping the Navajo Nation to understand and cope with environmental concerns, but funding limitations restrict the offering of such programs to only one of our seven sites.

Our Shiprock campus faculty and staff are also actively engaged in research on energy and health-related issues through support provided by the Department of Energy, the National Institutes of Health, Los Alamos, and Lawrence Livermore National Laboratories, and through membership with the Waste Management Education and Research Consortium, and with partnership for educational technology.

Additionally, we have signed a memorandum of agreement with the University of Michigan Business Assistant Corps to jointly promote business management education and economic development through college.

Taken together, these educational and research programs demonstrate Navajo Community College's philosophy to community service and practical education consistent with the historic purpose of land grant institutions.

But, again, the severe funding limitation under which we now operates prevents us from expanding such programs to operate educational centers across the reservation or developing the new programs that are so badly needed.

Now the opportunity exists to obtain Congressional support for our participation by Navajo Community College and other tribally-controlled colleges in the system of land grant colleges, which includes institutions of the 50 States, the U.S. territories and possessions, and historically black colleges.

We submit that tribal colleges are analogous to those institutions which are currently eligible under the land grant institutions, and that for the Federal Government to meet its commitment to equal educational opportunities for all Americans these tribally-controlled colleges must also be included.

Navajo Community College is in full support of the American Indian Higher Education Consortium's position on S. 1345. On behalf of the college and the Navajo people, I respectfully urge your commitment and support to the passage of this most important legislation for the benefit of Native people.

My colleague from Crowne Point Institute of Technology, Jim Tut, who is the President, also was scheduled to testify but he didn't make it.

For Crowne Point Institute of Technology, they do have some programs and activity going on in the areas of agriculture and farming.

I indicated in my written testimony that our president, Peterson Zah, will be submitting a written testimony. I understand that he will still submit a written statement generally speaking for the Navajo people and for all Indian people across the country.

Thank you very much.

[Prepared statement of Mr. Lewis appears in appendix.]

The CHAIRMAN. Thank you very much.

Ms. Tiger, would you care to add to this?

Ms. TIGER. No, sir; but I would be happy to answer any questions, Senator.

The CHAIRMAN. Because of the importance of this measure, and because I feel that it is long overdue, notwithstanding the fact that the Department of Agriculture, the lead agency, has not submitted its official statement, I will be instructing the staff to begin polling the committee immediately, with the hope that it will be reported out by the end of business today.

Under the rules, it may not be considered by the full Senate until the bill has been pending on the Senate calendar for 3 days. But at least we will have this on the official Senate calendar for consideration when we return in January.

Since this action is going to be taken, if you do have statements to submit, I would hope that they are submitted by this evening. If you submit them 1 month from now, it will be too late.

With that, I thank all of you for traveling long distances to be with us to present your testimony. I cannot imagine the Depart-

ment of Agriculture opposing this. I am just assuming—and I am certain correctly—that the Agriculture Department will support this with the same enthusiasm that you have demonstrated this morning.

Thank you once again. The staff will poll the members of the committee, and upon receiving its consent it will be reported to the Senate today.

Thank you.

[Whereupon, at 11:15 a.m., the committee was adjourned, to reconvene at the call of the Chair.]

APPENDIX

Additional Material Submitted for the Record

Prepared Statement of Hon. Ben Nighthorse Campbell, U.S. Senator from Colorado

Thank you Mr. Chairman. I want to thank all those who have come to this committee to testify on S. 1345, the Equity in Educational Land Grant Status Act of 1993, a bill that would give land grant status to the twenty-nine tribally-controlled colleges.

I have been a great supporter of the goals and mission of the tribal colleges. In addition to working to further the agenda of the tribal colleges through the American Indian Higher Education Consortium, I serve on the Board of the American Indian College Fund, a non-profit organization whose purpose is to raise much needed resources for student scholarships and institutional needs. I believe the efforts of these two organizations, on behalf of the tribal Colleges, has been very successful and has provided a great amount of visibility to the general public about the tribal institutions.

It is my understanding there are currently 14,000 students enrolled in the twenty-nine tribal colleges and the student count continues to rise. It is clear, the colleges are a great resource in the communities where they are located, providing an unique learning experience that benefits not only the students, but community members as well. For example, at Dull Knife Memorial College on the Northern Cheyenne reservation, where I am an enrolled member, the administration would like to expand a library and build a gymnasium, each of which would benefit both the community of Lame Deer and the students who attend there. However, due to a lack of suitable resources this proposal cannot move forward.

In addition to the unique and innovative curriculums that are being taught, that allow students to learn about their cultural and traditional backgrounds, while providing a general curriculum that is practical as students look to be gainfully employed, the tribal colleges also serve the needs of the community. As many of the tribal colleges are located in rural areas they need to be able to provide technical expertise and research opportunities that will benefit the community at large.

It is because of this mandate that we are here today. The tribal colleges have the opportunity to provide the services that land grant schools are providing. Agriculture on many reservations is the largest economic enterprise. In my home state of Colorado, the Ute Mountain Ute tribe continue to develop their farm and ranch enterprise that when completed will encompass nearly 7,500 acres. It is only logical to conclude that given the competitive nature of Agribusiness today, sufficient technical expertise and quality people will be needed to operate such and enterprise.

This legislative initiative will provide the tribal colleges with the resources needed to foster and develop program in agriculture, natural resource management and other related fields. In addition the colleges will be able to seek technical assistance from the Department of Agriculture. I look forward to the testimony that will be presented today, and look forward to working will all involved parties.

Thank you.

PREPARED STATEMENT OF JOHN TIPPECONNIC, DIRECTOR, OFFICE OF INDIAN EDUCATION PROGRAMS, BIA, DEPARTMENT OF THE INTERIOR

Good morning Mr. Chairman and Members of the Committee. I am pleased to be here to present the Department of the Interior's views on S. 1345, a bill to provide land-grant status for Tribally Controlled Community Colleges, Haskell Indian Junior College, the Southwest Indian Polytechnic Institute, and other tribally controlled postsecondary vocational institutions.

We have no objection to enactment of S. 1345, the Equity in Educational Land-Grant Status Act of 1993, which would provide land-grant status for the Bureau of Indian Affairs' (BIA) postsecondary institutions. However, the bill would affect programs in the Department of Agriculture (USDA) so we defer to USDA for their comments on S. 1345. We understand USDA will be providing comments for the record. The BIA supports this important role of tribal colleges through annual appropriations to these schools. In FY 1993 and 1994, these appropriations were $25 million and $28 million respectively. If enacted, S. 1345 would make these colleges eligible for additional programs under the auspices of USDA.

The community colleges of the Territories of American Samoa and Micronesia and the Universities of Guam and the Virgin Islands receive annual appropriations based on their special status as "trust territories." The University of the District of Columbia also receives annual appropriations. Historically black colleges and universities were included in the second land-grant Act of 1890.

Land-grant colleges were created to serve the special needs of the rural population of the nation. Tribally Controlled Community Colleges, Tribally Controlled Postsecondary Vocational Institutions, the Institute of American Indian and Alaska Native Culture and Arts Development, Southwest Indian Polytechnic Institute, and Haskell Indian Junior College, serve the special needs of rural Indian population of the nation in much the same way as land-grant colleges serve the rural population.

Some institutions of the Trust Territories were unique in that American Samoa Community College, College of Micronesia, and Northern Marianas College were (and presently are) two-year Institutions. The Tribally Controlled Community Colleges are very similar in that most of the tribal colleges are two-year institutions and also serve the unique needs of their Indian population. S. 1345 would also authorize a one-time appropriation of $10 million in lieu of public lands usually made available to these schools.

S. 1345 would provide land-grant status to our tribal colleges. Under S. 1345, tribal colleges could assist in educating and training the food and agricultural workforce for the future. Tribal colleges could also promote scientific methods of training for their rural workforce in all aspects of the food and agriculture system.

The BIA will continue its efforts to support tribal colleges and institutes through its tribal programs to ensure that the special needs of the rural residents are met.

This concludes my prepared statement. I will be happy to answer any questions the Committee may have.

PREPARED STATEMENT OF JOSEPH E. KUNSMAN, DIRECTOR, ACADEMIC PROGRAMS, AGRICULTURE AND NATURAL RESOURCES NATIONAL ASSOCIATION OF STATE UNIVERSITIES AND LAND-GRANT COLLEGES

Mr. Chairman and members of the committee, my name is Joseph Kunsman. I am presently on leave from the College of Agriculture, University of Wyoming, to serve as the Director of Academic Programs in Agriculture and Natural Resources for the National Association of State Universities and land-Grant Colleges. I am testifying on behalf of the Association and in place of President C. Peter Magrath, who is in Costa Rica fulfilling a previously scheduled commitment. President Magrath asked me to share with the committee his regrets in being unable to testify today.

More than six months ago, representatives of the American Indian Higher Education Consortium approached our association in regards to their effort to secure land-grant status for their member schools. From the inception of our discussions, President Magrath and cognizant members of his staff were supportive of this effort because the Native American's interest in and desire for land-grant status epitomizes the original and abiding spirit that inspired the establishment of the land-grant system.

Early in our last century, life in America underwent dramatic changes and many educators realized that an entirely new educational system needed to be created to provide accessible education suited to the needs of our citizens. Justin Smith Morrill, commenting on the Land-Grant Act that he championed, remarked, "I could not overlook any measure intended to aid the industrial classes in the procurement

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of an education that might exalt their usefulness." I believe it is also germane to this bill to note a second comment by Congressman Morrill in defense of his legislation. Morrill noted that while some localities were financially able to support education, many of the states could not afford to establish educational institutions.

In the intervening 130 years, land-grant institutions have striven diligently and successfully to serve as the chief advocate for public higher education. Recently President Magrath stated, "America's public research universities and land-grant colleges are a marvelous enterprise that has served our nation well. They are fundamental to our democratic system and essential to our aspirations for a better, more just future."

This recent statement by President Magrath and the original expressions by the author of the land-grant act leave no doubt that our association, which represents the land-grant colleges, must support the efforts by Native Americans to secure accessible education suited to their needs. As a result of our support for land-grant status for the Native American controlled colleges, the Board of Directors of the National Association of State Universities and land-Grant Colleges passed the following resolution at their September meeting.

NASULGC RESOLUTION ON TRABAL COLLEGES

September 21, 1993

> The National Association of State Universities and Land-Grant Colleges endorses the quest by this nation's Tribal Colleges for federal legislation conferring land-grant status upon these colleges. The twenty-seven Tribal Colleges have an outstanding proven record of great success in providing educational opportunity to Indian and other students, and providing valuable services to Indian populations. Although primarily two-year colleges, their role and mission is fully compatible with the land-grant mission of promoting educational opportunity where it is lacking and needed.
>
> The Association looks forward to working collaboratively with the Tribal Colleges and the American Indian Higher Education Consortium in obtaining the passage of federal legislation. Moreover, the Association is eager to build upon existing cooperative and collaborative relationships between its land-grant members and the Tribal Colleges, and it looks forward in the future to welcoming these colleges into the land-grant community.

Finally, in regards to the specific language of Senate Bill 1345, I refer to a letter dated November 4th 1993, from President Magrath and sent to members of our association. President Magrath expresses—"our association's support for a one-time endowment for the Tribal Colleges, a capacity building grants program to strengthen undergraduate education, the Tribal Colleges each receiving fifty thousand dollars annually for teaching the elements of food and agricultural sciences and our willingness to increase collaborative relationships involving Cooperative Extension Service activities on reservations and in collaboration with the Tribal Colleges. The Association emphasizes that we could not support decisions that would drain resources from existing Cooperative State Research and Extension programs, but we can support, if carefully and properly drawn, modest increases, particularly in the Cooperative Extension budget."

The final language of amendments to Senate Bill 1345 was not available at the time my comments were prepared. Therefore we must reserve judgment on the specific language of the Bill. However, the recent history of our previous collaborations with Native American controlled college personnel suggests an amiable determination can be reached.

Mr. Chairman, this concludes my testimony. On behalf of the National Association of State Universities and Land-Grant Colleges, I again thank you for the opportunity to testify regarding this important legislation.

PREPARED STATEMENT OF MARGARET PEREZ, PRESIDENT, AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

On behalf of the 31 member institutions of the American Indian Higher Education Consortium, we thank the Senate Indian Affairs Committee for extending to us this opportunity to express our views on behalf of the tribal colleges, and all the AIHEC institutions.

We applaud Senator Bingaman, the co-sponsors, and this Committee for their leadership in enabling American Indian college students to begin to participate

more equitably in higher educational programs offered through the Department of Agriculture.

The 29 1994 colleges named in the bill comprise all of the American Indian and tribal colleges in the nation. Twenty-four are tribally-controlled colleges, two are tribally-controlled vocational/technical colleges, Haskell and Southwestern Indian Polytechnic Institute are owned and operated by the Bureau of Indian Affairs, and the Institute of American Indian Arts is Federally chartered.

Designating the 29 American Indian tribal colleges and vocational and technical institutions as land-grant colleges would correct a significant historical oversight and allow these institutions to address on a broader scale the socioeconomic problems which confront the populations which they serve. By simply being given access to land-grant programs and resources which all other communities currently enjoy, tribal colleges are confident that the programs instituted will have an immediate positive impact on reservation communities.

Although they have historically been overlooked by the administrators of agricultural programs, American Indian reservations represent populations which can benefit dramatically from land-grant initiatives.

Recently, the Senate Agricultural Appropriations Subcommittee noted the distinctive possibilities for economic growth under their programs:

> The Committee notes the potential for agricultural development on Indian reservations and urges the Department to consider the requests of the tribal community colleges. (Senate Report 102-334).

The programs administered by land-grant colleges under the Department of Agriculture present tangible solutions which can immediately empower American Indians by allowing them to fully realize the agricultural returns which their land is capable of producing, thereby simultaneously providing meaningful employment and increasing the available tax base.

The 29 Indian and tribal colleges which AIHEC represents are the logical vehicles through which these land-grant programs can be directed, as they serve a multi-reservation population of nearly 400,000 in a wide range of capacities. The AIHEC colleges have won widespread acclaim for their consistent role as rare, bright points of opportunity in the often bleak picture of reservation life. Of their own accord, and despite substantial need of additional funding, the tribal colleges already administer several programs which serve their communities in areas such as substance abuse prevention, counselling services, and cooperative assistance with local educational institutions. This role of community assistance extends to the private sector of agriculture as well, as the Senate Subcommittee on Agriculture reported when it recommended that the tribal colleges should be considered to administer its agricultural outreach programs:

> Indian tribal community colleges are experienced in providing agriculture education and outreach and technical assistance to encourage socially disadvantaged farmers and ranchers. (Senate Report 102-334).

With additional funding under land-grant programs, the Indian and tribal colleges could provide even more diverse and much needed educational opportunity as well as provide an even more positive economic influence in their surrounding communities.

The tribal colleges are currently underfunded organizations located in underserved areas. This is due partly to their history of being limited in their sources of funding. If the tribal colleges receive access to land-grant resources under the Department of Agriculture, they will begin to enjoy the same diversity in funding which mainstream and other special population colleges already receive.

As they serve severely economically depressed areas, Indian and tribal colleges are unable to rely on substantial tuition charges to cover a majority of their expenses. Furthermore, much of the available private sector and federal program funding is often restricted to four-year institutions or subject to other limiting criteria which exclude the tribal colleges. The colleges of AIHEC have consequently had little alternative but to rely on the Federal government for a majority of their funding. However, the tribal colleges' success in providing education and employment opportunity has been a double-edged sword. Federal funding increases have failed to keep pace with rising enrollments, with the resultant per Full-Time Equivalent (FTE) funding level for the 21 Title I tribally controlled colleges never approaching the $5,820 per FTE level originally authorized in 1978. Though funded differently than the Title I colleges, the remaining American Indian colleges are similarly limited in their sources of funding and face the same obstacles in initiating new programs for which there is a need in their respective communities.

In FY 1993, the 21 Title I tribal colleges received $2,974 per FTE student in attendance. This compares with an average public community college per-FTE funding level of $6,997 ("Comparative Financial Statistics for Public Community and Junior Colleges, 1991."). If the 16,000 students attending American Indian and tribal colleges are to compete equally in the community, there must be a legitimate effort to ensure that their educational institutions achieve parity in both funding and in programs which they may offer. Inclusion of the 29 AIHEC institutions as land-grant colleges would be a significant step in alleviating both of these inequities.

There are presently 74 land-grant institutions in the United States and the trust territories, serving in aggregate nearly 1.4 Million students (Estimates of Fall 1992 Enrollment at Public, Four Year Institutions—National Association of State Universities and Land-Grant Colleges, July 1993). Under the Department of Agriculture's land-grant programs, each institution receives an average award of $8.25 Million. In addition, they remain eligible for and receive funding from other Federal programs as do all colleges and universities.

Inclusion of the 16,000 students of the AIHEC colleges into these land-grant programs would represent just slightly more than a 1-percent total enrollment increase in the land-grant colleges' student count, but it would make a dramatic difference in the tribal colleges' ability to fund and conduct agricultural programs which are directly necessary but have never had adequate funding to be initiated.

The history of land-grant institution expansion is marked by the dual trends of inclusion of all populations and geographic areas and an increasingly broader interpretation of what programs constituted agricultural curriculum.

The first land-grant colleges were instituted in 1862 by the First Morrill Act with the intention of providing education and training to the agricultural sectors of each state, as they played a crucial role in the United States' economy. The Federal government—began to recognize the need to provide both equal and geographically accessible education to all communities, and in the Second-Morrill Act of 1890 established 16 colleges and Tuskegee University to provide agricultural training for African-Americans.

Newly admitted states were given land-grant institutions as well. Although most states received the traditional allocation of land for their colleges, the case of Hawaii in 1960 established a new admittance procedure. As the Federal government no longer had adequate land to donate, they instead appropriated to the University of Hawaii a $6 million endowment "in lieu of land script"

In 1968, the important precedent of admitting United States' trusts territories was established as Federal City College (now the University of the District of Columbia) was admitted as a land-grant institution. Like the University of Hawaii, Federal City College received an endowment appropriation in lieu of land as well.

1972 witnessed the inclusion of the College of the Virgin Islands and the college of Guam in land-grant programs as an effort was made to include trust territories outside the formal United States. Once again, these colleges received an initial one-time endowment like the other recently added institutions.

The most recent additions of colleges into the land-grant programs occurred in 1980 when three respective institutions in Micronesia, American Samoa, and the Northern Marianas Islands were included. Not only did this finally include all trust territories outside the United States, but it also established the precedent of admitting community colleges into the land-grant community.

Each of these institutions was admitted so as to allow their respective populations access to the beneficial and diverse range of programs associated with land status. And, just as the agricultural community had evolved, so had the numerous programs offered by the land-grant colleges. Highly urban areas such as the District of Columbia could offer unique programs and services which were just as crucial to the agricultural economy as research and programs conducted by land-grant colleges in remote and rural communities.

American Indian reservations truly represent the last remaining lands under the United States' flag which do not receive the invaluable benefits which land-grant colleges have elsewhere provided. At the heart of rural America, the AIHEC colleges represent communities dependent on agriculture but excluded from mainstream agricultural programs.

The benefits to the AIHEC colleges under "The Equity in Land Grant Status Act of 1993" would be numerous and significant.

The AIHEC colleges, like all land-grant institutions included since 1960, would receive a one-time endowment. In the past this has been appropriated from the Department of Education. The 23 Million dollar endowment request for the "1994" colleges is based upon—an average of the actual endowment amounts that were appropriated to the colleges entering the land grant system since 1960. The level of en-

dowment requested represents equity. However, as the six previous endowments were made between eight and thirty-three years ago, the "1994" colleges' requests represents far less than what other land-grant colleges have received in real dollars.

It is our understanding that the principal of the endowment would remain in trust with the Federal Government and that the interest could be utilized by each college for the wide variety of educational purposes consistent with current uses by the other 74 existing land-grant colleges. It is therefore important that each endowment be significant enough to enable educational impact to be achieved with the interest.

Granting the 29 AIHEC colleges land-grant status would correct a gross historical inequity and represent a significant stride towards enabling American Indians to recapture a self-sufficiency which has to many has been tragically lost. We urge the Committee to enact this legislation to ensure that the First Americans do not remain the Last Americans.

Attached as addendum are agriculture related synopses from the AIHEC colleges. We thank this committee for extending this opportunity for us to express our strong support for the "Equity in Land-Grant Status Act of 1993," and we urge its swift enactment into law.

PREPARED STATEMENT OF JOSEPH F. MCDONALD, PRESIDENT, SALISH KOOTENAI COLLEGE

Thank you for conducting this hearing on legislation that is important to this country's Tribal Colleges and the Indian people they serve. Senator Bingaman is very foresighted in taking the lead in providing this legislation. I extend my special thanks to him and all of the Senators that are supporting this legislation.

I am the President of Salish Kootenai College on the Flathead Indian Reservation in Western Montana. It was chartered by the Confederate Salish and Kootenai Tribes in 1976. The college offers courses of study that assist the tribe and its people in self-determination and cultural preservation. The tribe has valuable resources and can provide an annual sustained yield timber harvest of 40 million board feet. Forestry is thus, one of our main courses of study.

We have approximately 134 Indian farmers and ranchers on the reservation a total Indian population of 5,000. There are approximately 133,000 acres that are leased out to Non-Indian farm operators. So you can see we have room for more Indian people in agriculture. Although teaching people the art of producing food was a major effort of early Jesuit Missionaries 140 years ago, and has been available through our public land grant University, there has been almost no participation by our Indian people in educational programs on farm and ranch operations or gardening.

The Confederated Salish and Kootenai Tribes is participating in the Indian Agent Reservation Program and our extension agent is working in cooperation with our land grant university which is Montana State University. He told me that the development of this program is going very slow and that he can really use the help of Salish Kootenai College upon it obtaining access to land-grant programs.

Salish Kootenai College was established in 1976 by the Tribal Council of the Confederated Salish and Kootenai Tribe in response to a deplorable record of its tribal members in obtaining success in post secondary education. The Tribal government struggled to get in-service training programs for its employees. The culture of the tribe was eroding rapidly and was on the brink of extinction. The traditional private and public colleges and universities were having little success with Indian students. Our college has greatly improved the participation of our Indian people into post secondary education. Our present enrollment is 880 with 660 being Indian students.

The college is an accredited college offering one Baccalaureate Degree, eleven Associate of Arts and Associates of Applied Science Degrees, and seven certificate programs of ninety credits or more. It has nearly nine hundred students. The largest number of students are from the local tribe and there are students from fifty-two (52) other tribes.

As we grow and develop, we look forward to developing programs in the agricultural area. Prior to white contact, the Indian people did a great deal of successful farm production. Much of today's food comes from the Indian people. Credit is given to the Indian people for originating potatoes, squash, tomatoes, beans. sunflowers, cranberries, turkeys. chilies, corn, maple syrup, and many other foods. Presently on my reservation only a few Indian families are into food production. After all of those years of white contact there is not only little food production, but also very

little preservation of food is being done by our Indian families. "Root" cellars are almost extinct as are cold storage areas in our basements.

We have acres and acres of HUD housing projects and hundreds of Indian people living in these houses. Food production by gardening is virtually nonexistent in these housing areas. It would be wonderful if we could get the Indian people back into farming and gardening. This is part of our culture we began losing when we first got the horse and the loss has continued ever since. It is a cultural trait we need to reteach. Land grant status for our colleges will help in this effort. In the 1880's. Congress enacted the Dawes Act which allotted a tract of land to each tribal member. Well meaning congressmen thought that Indian people would begin farming and raising livestock to replace hunting, fishing, and gathering of plants and berries.

This Act along with the first Morrill Act should have gotten Indian people well into food production, but it did not. It brought cultural and economic devastation upon the tribes subjected to this Act. Instead of making producing farms from their allotments, the land was sold and non-Indians flooded to the reservations. Indians that kept their land ceased to think and act tribally. Those selling their land became impoverished and almost landless Indians.

Today. you have an opportunity to change the plight of the Indian people. You can help get them into agricultural production and related businesses and industries. This can be done by supporting these twenty-nine Tribal Colleges by including them in the Land Grant legislation. This legislation will provide capacity building dollars so that each college can be strong in educational resources and thus be readied to provide quality agricultural education programs for their Indian people.

The legislation will authorize the expenditure of appropriated dollars for the purpose of helping the Tribal Colleges with endowment funds. It will also give them the opportunity to work in cooperation with State Land Grant Colleges in providing extension services and in agriculture research through experiment stations.

I sincerely hope that your Committee and, subsequently, Congress and the President will approve this legislation. It is a strange turn of events that the people that once owned all the land are here now 400 years later and are asking for land grant status for their colleges and because all the land is gone, are requesting funds in lieu of land for endowments. The people that provided so many edible foods for the world and taught early explorers and settlers how to prepare much of todays' cuisine, are now asking for funds to teach this lost art to its own people.

This Thanksgiving, when you sit down to dinner and give thanks to the creator, much of the food you will eat was given to us by the creator through the American Indian people. Your dinner might include turkey with corn bread stuffing, cranberry sauce, succotash, corn on the cob, sweet potatoes casserole, stewed squash and tomatoes, baked beans with maple syrup, and pecan pie, all of which came from our country's Indian people.

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PREPARED STATEMENT OF LIONEL BORDEAUX

Sinte Gleska University is honored to present this written testimony today before the Senate Indian Affairs Committee concerning S. 1345, the Equity in Educational Land Grant Status Act of 1993. This legislation has been long in the making, and although its intent is contained in a few short pages, its effect will write volumes in the pages of history of the Sicangu Lakota Nation of the Rosebud.

Our history, rich in culture and spirituality, has been marked by events less then memorable by western standards. However, these events have strengthened us as a people and created in us a desire to reclaim our heritage and land. Perhaps the most memorable event by Lakota standards was the massacre at Wounded Knee, where over 300 men, women and children lost their lives in one of the last armed conflicts between the United States and tribal nations.

During that same year, 1890, this body was considering legislation to improve the opportunities of Blacks and rural Americans through the establishment of land grant institutions to address needs seemingly unique to them as a people. Our needs were addressed by establishing the Rosebud Sioux Reservation void of economical and educational opportunity. The next 80 years would not see much improvement until the advent of Sinte Gleska College in 1971.

Survival is our goal; education is our strategy.

While this Committee is fully aware of these events and their consequences, we are reminded of them daily in our struggle for equality and opportunity. We are also mindful of the lives that were given for our survival that we may comprehend the significance and connection to the land that we have been stewards of for hundreds of years.

Today, we are at another stage of development as a people and as Sinte Gleska University. Again, this Committee is aware of our mission and has been a primary provider of support for tribally-controlled higher education, and we are thankful.

In the short history of Sinte Gleska University, we have witnessed a renewal of cultural ownership and traditional religion, a determination by the people we serve to improve the quality of life for all tribal members, and a deep conviction to be faithful to the land from which we come.

It is our responsibility then, as Sinte Gleska University, to continue to provide educational opportunities that bring economic development and growth to our tribe, poto develop policy that protects our land and preserves our cultural integrity, and to provide outlets for people to accomplish these objectives.

The Rosebud Reservation is home to over 17,000 members of the Rosebud Sioux Tribe. The Reservation covers over 5,000 square miles, approximately 1 million acres. There are 63 Native American land operators with the major agricultural enterprise being livestock ranching. The majority of acreage on the Rosebud is rangeland with a small portion being a modest timber reserve.

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Currently, the Rosebud Sioux Tribe owns and maintains the Rosebud Sioux Tribal Ranch. The Tribal Ranch is primarily responsible for maintaining cattle and horses owned by the tribe as well as provide employment opportunities for tribal members. In addition, the ranch serves as a source of assistance for tribal elders and families in need of wood and other resources during the harsh winter months.

Noting that South Dakota ranks among the top ten states nationally in production of corn, wheat, soybeans, honey, cattle, sheep, and hogs; and relies more heavily on these than any other state, the potential for further development on the Rosebud is great. Our ability, however, to provide the necessary education to assist in this development is severely limited by our current financial resources.

Those resources have allowed Sinte Gleska University to develop course work that will begin this Spring toward an associate of applied science degree in agricultural business. In our research and development of this vital program we have begun a strategic effort to address the shortage of economic opportunity through agriculture related fields and a positive approach toward self-sustainable homelands. But more must be done.

S. 1345 will provide the resources necessary for public education about agricultural development. It is not easy to get into the agriculture business, and it is even more difficult to stay in the business. As a land grant institution Sinte Gleska University can develop agriculture programs that assist current operators and improve opportunity for new, young operators. Such programs would include ranch management, livestock production programs, range management, shelter belt and horticulture programs, and pesticide applicator training.

This legislation will also strengthen our work concerning environmental issues. Sinte Gleska University has been an active participant in the national dialog concerning the environment and will continue to develop educational strategies to manage soil and water resources and protect them from erosion, contamination, and other effects. Resources available through S.1345 will provide us with the capacity to begin research on a competitive level to ensure environmental protection and that standards of production remain high.

Further, we envision the utilization of current resources, such as the tribal ranch, as a research facility for beef production, animal sciences and husbandry, and processing. In the past research has been limited to the availability of funds and other resources within the Bureau of Indian Affairs which are few and far between and seldom provide viable solutions or responses to critical needs of survival and strength for tribal people.

Two specific areas that Sinte Gleska University has identified as research and economic development initiatives are the development of a pilot agricultural/horticultural project and the further development of the Tribes' buffalo project.

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Although much of the land on the Rosebud is more conducive to livestock development, our ancestors have handed down a spiritual and practical knowledge of indigenous plants. Under the guidance of tribal elders and spiritual leaders, Sinte Gleska University would like to perpetuate this knowledge through a demonstration project that can be replicated on individual Indian land, and provide a source of revenue for the tribe and tribal members.

Similarly, the buffalo was the primary animal the Lakota depended on for survival, and the source of spiritual and symbolic strength. Our life, during the during the time of the needless slaughter of buffalo for their hides and tongue, also began to diminish. Yet our reliance on and reverence for this noble animal of the plains remained alive. We are certain that its return can signal a return to traditional values and economic growth for the Rosebud Sioux Tribe.

S.1345 also opens the doors to a greater source of information sharing and technological advancement in cooperation with existing land grant institutions. As an example, Sinte Gleska University has begun an exchange effort with our Arts and Sciences department and the English department at South Dakota State University. Faculty exchanges and dialog have already occurred to expand the opportunity for faculty and curriculum development. Likewise, we have begun an open dialog with the Administration of SDSU, the States' land grant institution, to broaden that communication and sharing of ideas, technology, and culture.

The efforts of the American Indian Higher Education Consortium and its members to bring telecommunications and long distance learning to our people, and ours to the rest of the state and nation, can only be enhanced by passage of S. 1345. The work of institutions like South Dakota State University in the areas of health education, home economics, and research, can greatly sharpen our response in addressing these areas on the reservation.

Our response to how S. 1345, the Equity in Educational Land Grant Status Act of 1993, can assist Sinte Gleska University in fulfilling its mission of self-determination, individual development and tribal autonomy can fill volumes. Know that your consideration of this important development for tribal colleges throughout the nation means the development of opportunity and life for the thousands of tribal members that we serve.

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ORAL LAND-GRANT STATUS TESTIMONY

Tommy Lewis, Jr., Ed.D., President
Navajo Community College
November 18, 1993

Chairman Inouye, members of the Senate, congressional staff and visitors. I am Tommy Lewis, Jr., President of Navajo Community College located on the Navajo Nation, Tsaile, Arizona. On behalf of the tribally controlled community colleges, thank you for providing me the opportunity to present testimony before you on an issue of great importance to the future and survival of institutions requesting land-grant status.

Twenty-five years ago, the Navajo Nation took a momentous step toward Native American self-determination in education and toward addressing the unmet postsecondary education needs of tribal Indians, by establishing Navajo Community College as the first tribally-controlled college.

There are approximately two million Native Americans living in the United States, 800,000 of whom live on reservations, and there are now 29 tribally-controlled colleges serving the needs of approximately 16,000 students in mid-western and western states. Generally speaking, these colleges are poorly funded, caused in great measure by depressed economic conditions on reservations and by inadequate federal support. Presently, tribal colleges receive approximately $2,974 per full time equivalent (FTE) student compared with approximately $17,000 per FTE for some Historically Black Colleges and Universities and approximately $7,000 per FTE for comparable mainstream community colleges.

This severe economic situation has led the American Indian higher Education Consortium (AIHEC) to take a strong, positive position on Senate Bill 1345, seeking the maximum possible benefit from this legislation for its member colleges. The benefits from this legislation will provide our tribal colleges with resources to help ameliorate the gross funding inequities from which we now suffer. The granting of land grant status to these institutions will also be in accord with the intent of the Morrill Act of 1862 and subsequent legislation--to develop programs to address the problems of the rural poor and to study means of improving economic opportunities for rural people.

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Navajo Community College serves as a case in point for the need for additional funding to the tribal colleges. Navajo Community College has the responsibility to serve residents of the 26,000 square mile Navajo Nation which spans into the states of Arizona, New Mexico and Utah. Our main campus is located near the center of the Reservation at Tsaile, Arizona. A second major campus in Shiprock, New Mexico and a community campus in Crownpoint provide educational services to New Mexico residents while four community campus centers in Window Rock, Ganado and Tuba City serve Arizona residents.

The Navajo people are emloyed primarily in livestock raising, farming, unskilled labor, and tribal or federal government jobs. Unemployment is very high, the overall educational level is low, and many people are below the poverty level. In spite of the shortcomings of the Reservation, the Navajos have much greater natural and human resources than other tribes. Our huge reservation contains relatively undeveloped energy sources of coal, oil, natural gas and uranium as well as exhibiting an underutilization of land and water resources. Yet, to fully develop these resources the Navajo Nation needs more Navajo individuals who are formally educated in such fields as engineering, range conservation, hydrology, business management, natural resource development, and rural social and economic development.

Navajo Community College has already established a strong foundation on which to build such programs. Our charter by the Navajo Nation Council calls upon us to provide educational opportunities that are important to the economic and social development of the Navajo Nation; to provide services to meet community needs, and to provide a research facility to serve the Navajo Nation. The Navajo educational philosophy teaches that survival and well-being depend upon the balanced use of land and other resources provided by Mother Earth. During our 25 year history, we have provided agricultural education to assist both family farmers and the Navajo Agricultural Products Industry that is associated with the Navajo Irrigation Project. NCC awards Associate degrees and technical certificates in areas important to the economic and social development of the Navajo Nation. New degree programs in Earth/Environmental Science and in Solid Waste Management Technology illustrate the College's developing interest in helping the Navajo Nation to understand and cope with environmental concerns,

but funding limitations restrict the offering of such programs to only one of our seven sites. Our Shiprock Campus faculty and staff are also actively engaged in research on energy and health-related issues, with support provided by the Department of Energy, the National Institutes of Health, the Los Alamos and Lawrence Livermore National Laboratories; and, through membership in the Waste-Management Education and Research Consortium (WERC) and the Partnership for Environmental Technology (PETE). Additionally, we have signed a Memorandum of Understanding with the University of Michigan Business Assistance Corps to jointly promote business management education and economic development through the College. Taken together, these educational and research programs demonstrate Navajo Community College's philosophy of community service and practical education, consistent with the historic purposes of land grant institutions. But, again, the severe funding limitations under which we must now operate prevent us from expanding such programs to our other educational centers across the Reservation or developing the new programs that are so badly needed.

Now, the opportunity exists to obtain Congressional support for participation by Navajo Community College and the other tribally-controlled colleges in the system of land-grant colleges which includes institutions of the fifty states, the U.S. territories and possessions, and the Historically Black Colleges. We submit that tribally controlled colleges are analagous to those institutions which are currently eligible under land-grant legislation, and that for the federal government to meet its commitment to equal educational opportunity for all Americans these tribally-controlled colleges must also be included.

Navajo Community College is in full support of the AIHEC position on Senate Bill 1345. On behalf of the College and the Navajo people I respectfully urge your commitment and support to the passage of this most important legislation for the benefit of Native American peoples.

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NAVAJO COMMUNITY COLLEGE-TSAILE, NAVAJO NATION (ARIZONA) 86556

LAND-GRANT STATUS TESTIMONY

Submitted by:

Tommy H. Lewis, Jr., Ed.D.
President

November 13, 1993

NAVAJO COMMUNITY COLLEGE

OFFICE OF THE PRESIDENT

NAVAJO COMMUNITY COLLEGE
LAND GRANT STATUS TESTIMONY

NATIVE AMERICAN CONTROLLED COLLEGES

There are approximately two million Native Americans living in the United States, 800,000 of which live on 314 reservations. In 1968, with the support of the Navajo Community College Act, a new institution was created - the first tribally controlled college. A decade later, the Tribally Controlled Community College Act of 1978 stimulated the development of the variety of technical, two-year, four-year, and graduate colleges presently located on or near the tribal reservations. Located in twelve states, the institutions combine to serve 14,000 students representing almost 10,000 FTE.

Generally speaking, these colleges are poorly funded, caused in great measure by depressed economic conditions in and around the reservations and inadequate federal support. Yet these schools provide their Native American community with educational opportunity and a variety of community services, such as family counseling, alcohol and drug abuse programs, job training, and economic development. Enrollment in these tribally-controlled colleges has increased dramatically over the last decade, but unfortunately this increase has caused a decline in the amount of federal money generated per student. This severe economic situation, coupled with the success of the colleges in meeting community needs and a prevailing climate of strong self-determination has led the American Indian Higher Education Consortium to seek land-grant status for their member colleges.

MORRILL ACTS

The first Morrill Act of 1862 established a policy whereby the federal government would donate or grant land to colleges to teach agriculture and the mechanic arts. Today, a monetary grant is awarded in lieu of the initial land grant. The second Morrill Act of 1890 provides for annual federal funding to support these land-grant colleges.

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One goal of the land grant program has been to include equally all people of the United States and the trust territories in the educational benefits which land grant status provides. This served as the impetus behind the 1890 Second Morrill Act which established numerous institutions for black students in states which already had existing land grant colleges. In addition to setting the precedent that land grant colleges could serve special populations, it also demonstrated that there could be more than one land grant college established in each state. In 1968, Federal City College (Now the University of the District of Columbia) in Washington, D.C. was included as a land grant institution. It established that trust areas were to be included in the land grant programs; this trend continued with the addition of Colleges in Guam and the Virgin Islands in land grant status in 1972. Finally, the addition of colleges in Micronesia, American Samoa, and the Northern Mariana Islands in 1980 demonstrated that community colleges are also eligible for land grant funding. The nation's tribal colleges are the last remaining areas under the American flag not allowed to participate in land grant college programs.

The original intent of the Land Grant colleges of 1890 was the development of programs to deal with problems of the rural poor and to study means of improving economic opportunities for rural people. Currently, tribal colleges conduct numerous types of programs of outreach and technical assistance to rural populations for which the original land grant institutions were founded. This bill should provide additional resources available to continue this type of instruction.

Furthermore, land grant resources would allow tribal colleges to ameliorate the gross funding inequities which they suffer. Presently tribal colleges receive approximately $2,974 per full time equivalent (FTE) student compared with approximately $17,000 per FTE for Historically Black Colleges and University students and approximately $7,000 per FTE for comparable mainstream community colleges.

By enabling Tribal Colleges to become participants in a variety of agricultural research programs, S.1345 would assist tribal colleges throughout the country to develop research and extension initiatives. This bill will also provide a one time endowment of $10 million that will be held in trust and whose annual dividend will be used to supplement current educational programs. It is consistent with legislative tradition to provide newly designated land grant colleges a one time appropriation

to provide newly designated land grant colleges a one time appropriation in lieu of donation of public land or land scrip. On a per student ratio, this $10 million endowment would be the lowest endowment offered to any other institution in lieu of land or land scrip.

Benefits to Land Grant Status Colleges which qualify under the Morrill Acts include:

1. Receipt of appropriation of $3 million each as an endowment in lieu of public land, to be used for the maintenance of the colleges;
2. Receipt of annual grants to be used for instruction in agriculture, mechanic arts, and related subjects;
3. Access to further grants available for the support of land-grant colleges under the Bankhead Jones Act of 1935;
4. Participate in the grants for research and service work in the distribution and marketing of agricultural commodities authorized by the Agricultural Marketing Act of 1946;
5. Participate under the Smith-Level Act in the federal Extension Service Program administered by the Department of Agriculture for cooperative agricultural extension work; and
6. Qualify for inclusion under the provisions of the Hatch Act of 1955.

The programs offered by Tribal Colleges arguably make them eligible for land-grant status. They offer vocational training and academic studies that generally advance agriculture and the mechanic arts, skills necessary for employment.

Tribal Colleges in 1991 enrolled 12,000 students and the figure is increasing by 10% a year. Accreditation has been awarded to 16 of the 24 colleges and the rest are accreditation candidates. There are 21 schools offering two- year associate degrees, two offering baccalaureate degrees, and one offering a master's degree in education.

Second, the Indian reservations are Trust Territories. Thus, the Tribal Colleges are the only institutions remaining that do not have land-grant status. All other trust territories, including the District of Columbia, Puerto Rico, the Virgin Islands, Guam and the Northern Mariana Islands, are funded under the Morrill Act.

Third, like the University of Guam, the AIHEC schools provide unique oportunities to an isolated population. The Tribal Colleges offer educational opportunities to Native Americans living on reservations. These populations are isolated from mainstream higher education by distance, culture, and poverty. Only 10% of Native American students from reservations attend college to receive degress. However, 35% of Tribal College students graduate and transfer to mainstream schools. Another 53% find jobs.

Finally, like the Trust Territories of the Pacific Islands, the U.S. Government has a special obligation to fund higher education for Native Americans. The Tribal Colleges serve the needs of reservation communities and deserve land-grant status as enjoyed by the colleges serving other isolated territories.

COOPERATIVE EXTENSION SERVICES

The Cooperative Extension Service with its system of 74 Land-Grant colleges and universities which operate in the 50 states and territories is a unique achievement in American education. It is an agency for change and for problem solving, a catalyst for individual and group action with a history of providing extended education. Extension brings the rewards of higher education into the lives of all segments of our extraordinary diverse population. At first, the Land-Grant universities established under the provisions of the first and second Morrill Acts in 1862 and 1890 provided an opportunity for children of the working man to secure a higher education. Then came the concept of Cooperative Extension which embodied the concept of taking the Land-Grant University to the people of the state.

Each Land-Grant University has ongoing cooperative program relationships with USDA. The Cooperative Extension program and the Cooperative Research program function with formal agreements. Special agreements provide the framework for collaborative research programs including Agricultural Research Service (ARS) and Economic Research Service (ERS). Units of USDA fund domestic and international research, training, extension and resident instruction enhancement programs in Land-Grant Universities.

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ENDORSEMENT OF NASULGC

The National Association of State Universities and Land-Grant Colleges endorses the quest by this nation's Tribal Colleges for federal legislation conferring land-grant status upon these colleges. The twenty-seven Tribal Colleges have an outstanding proven record of great success in providing educational opportunities to Indians and other students, and providing valuable services to Indian populations. Although primarily two-year colleges, their role and mission is fully compatible with the land-grant mission of promoting educational opportunity where it is lacking and needed.

The Association looks forward to working collaboratively with the Tribal Colleges and the American Indian Higher Education Consortium in obtaining the passage of federal legislation. Moreover, the Association is eager to build upon existing cooperative and collaborative relationships between its land- grant members and the Tribal Colleges, and it looks forward in the future to welcoming these colleges into the land-grant community.

NAVAJO COMMUNITY COLLEGE

The Navajo Nation took a momentous step toward educational self determination of Indians by founding Navajo Community College (NCC) in 1968. This landmark institution was an innovative means to meet the long unmet postsecondary educational needs of tribal Indians. It was the first college established by Indians, for Indians. It set a precedent for later Indian controlled community colleges, on or near western reservations.

Navajo Community College was established in 1968 as the first Tribally-Controlled community college in the United States. In creating an institution of higher education, the Navajo Nation sought to encourage Navajo youth to become contributing members of the Navajo Nation and the world society.

Under the direction of a ten-member Board of Regents confirmed by the Government Services Committee of the Navajo Nation Council, Navajo

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Community College has the responsibility to serve residents of the 26,000 square mile Navajo Nation which spans into the states of Arizona, New Mexico and Utah.

As a postsecondary educational institution, NCC awards Associate degrees and Technical Certificates in areas important to the economic and social development of the Navajo Nation. Navajo Community College is fully-accredited by the North Central Association of Colleges and Schools.

GEOGRAPHIC LOCATION

The Navajo Community College main campus is located in Tsaile, Arizona, translated as the "place where the stream flows into the canyon." Four community campus center locations in Window Rock, Chinle, Ganado and Tuba City serve Arizona residents, while a branch-campus in Shiprock and a community campus in Crownpoint provide educational services to New Mexico residents.

The Tsaile, "Tseehili", main campus, designed in the circular, wholistic tradition of the Navajo hogan reflects the strength and dignity of the rich Navajo culture. Administration, instructional, housing, recreation, cafeteria and library facilities are accurately placed in reverence to traditional Navajo beliefs, thus creating an environment for traditional growth and academic success.

The Shiprock, "Naataanii Neez" campus, located 90 miles northeast of Tsaile, is a commuter campus that serves the largest community in the Navajo Nation and the surrounding Four Corners region. Educational, athletic, administrative, and research facilities are located on highway 666 north of town, on a mesa overlooking the San Juan Basin, outlying mountain ranges, and the majestic **Tse' Bit'ai** (Ship Rock Pinnacle) to the southwest. Shiprock Campus is also responsible for the operation of the nearby NCC Farm.

The Community Campus centers provide essential educational, personal, and career opportunities to community and surrounding residents in **Chinle, Window Rock, Tuba City and Ganado, Arizona** and in Crownpoint, New Mexico. Established in 1979, NCC Community Campus centers continue to offer developmental and college courses, and also provide

educational services in academic advising, financial aid, career exploration and professional development.

Most of the 26,000 square mile Navajo reservation is located in northeastern Arizona, but it also extends into the portion of Utah south of the San Juan River and into the Northwestern Corner of New Mexico. The topography varies from high plateaus to low mountains and is cut by numerous arroyos, and elsewhere networks of deep impassible canyons. The country is generally semi-arid, but heavier precipitation at higher elevations supports the growth of heavier vegetation including large trees. Transportation, except for a few major roads, is poor and communications are often unreliable. The great seasonal variations in temperature cause hardships to the many poorly housed Navajos, and services taken for granted in most of the country are nonexistent or unreliable at best. In spite of the shortcomings of their reservation, the Navajos have much greater natural and human resources than other American Indian tribes. Their huge reservation contains largely undeveloped energy sources of coal, oil, natural gas, and uranium. The 180,000 Navajos along with other native people in the area are becoming a political force. Politicians can no longer ignore their Indian constituents, and more Indians are seeking and gaining public office.

The Navajos on the reservation are employed primarily in livestock raising, farming, unskilled labor and tribal or federal government jobs. Unemployment is very high, the overall educational level is low, and many families are below the poverty level. The isolated geographical setting and lack of accessible educational services determined to a great extent the need for post-secondary resources and the form they have taken at Navajo Community College.

DEMOGRAPHY & ECONOMY

It is important to understand the general socio-economic conditions on the reservation and needs that can be addressed by the granting of land grant status to Navajo Community College. Appendix "A" includes demographics on population, expenditures statistics; employment statistics; personal income statistics; median income and poverty level statistics; wholesale and retail trade statistics; education statistics; and housing statistics.

Tommy Lewis, Jr., Ed.D.
Land-Grant Status Testimony
November 18, 1993

These are presented to show the need for:

- Increased agricultural projects.
- Increased employment in agricultural areas.
- A lower unemployment rate on the Navajo Nation in agriculture and natural resource employment.
- An increase in the number of graduates with bachelors degrees.
- An increase in the number of graduates with agriculture and specialized degrees.
- Better access to community economic development education and technical education in the agriculture field.
- A higher level of knowledge. Requests for a higher level of technology and additional shifts in agricultural production will demand better educated employees.
- Development of Navajo Nation comprehensive strategies and clear policies in the agricultural area.
- Bridging the gap between the community and outlying knowledge bases. Such bridges can be best built by employing full-time professionals in various agricultural fields who, as employees, will understand the Nation's values and goals.
- Developing cost-effective programs.
- Improving the economic competitiveness of rural communities within the Navajo Nation, and to enhance their ability to cope with economic change.

MISSION AND PROGRAMS OF NAVAJO COMMUNITY COLLEGE

Land grant status for Navajo Community College will provide the College with additional resources to carry out the purposes set forth in its charter under the Navajo Nation Code, including purposes which are consistent with the historic mission of land grant institutions: Providing educational opportunities to the Navajo people and others in areas important to the economic and social development of the Navajo nation; providing services to meet community needs; and, providing a research facility to serve the Navajo Nation. The College's commitment to serve the educational, community and research needs of the Navajo Nation is manifest in the diversity of programs that have been developed over its 25-year history.

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November 18, 1993

DINE' EDUCATIONAL PHILOSOPHY

The Navajo people have strong beliefs in human relationship to the elements and phenomena of Earth and all things above. Navajo philosophy is premised upon a proper and harmonious relationship with Earth and the elements of sky above. It is taught that a person comes from all aspects of nature and it is imperative that one maintains balanced interconnections with all things embodied in the great system that holds Earth and Sky. The great system provides the sustenance, teachings, and materials for survival and well-being. Survival and well-being depends upon the balanced use of land and resources provided by Mother Earth.

Navajo Community College's educational philosophy is based on Sa'ah Naaghai Bi'keh Hozhoon (SNBH), the Dine' traditional living sytem which places human life in harmony with the natural world and the universe. The philosophy provides principals both for protection from the imperfections in life and for the development of well-being.

NCC: AGRICULTURAL EDUCATION

A demonstration farm was established in the earliest years of NCC near its temporary facility in Many Farms, Arizona to serve the needs of area farmers. In 1972, a campus was established at Shiprock, New Mexico, primarily to serve as a training site for agricultural workers for employment in the massive Navajo Irrigation Project near Farmington, New Mexico. The agricultural training program was phased out only after hundreds of Navajo farm workers had been trained and placed and after CETA training funds were withdrawn concurrent with increased project mechanization and decreased demand for farm labor.

Navajo Community College still manages a 400+ acre farm at Shiprock which holds great potential as an agricultural training facility for the farmers in the San Juan River basin. A 1986-87 survey of 603 land-use permittees in that area, conducted by the Navajo Nation Division of Water Resources and analyzed by Navajo Community College faculty and students, found that 87% of the respondents farmed, primarily for home consumption, although only 10% had received any kind of agricultural

training. Almost half (46%) expressed interest in receiving training, and the most frequently cited need was for extension assistance. Despite these needs, the College is presently unable to provide either agricultural education or extension services due to limited resources.

NCC: OTHER EDUCATIONAL PROGRAMS

Navajo Community College offers a broad range of certificate (one-year) and associate degree (two-year) programs in such areas as Business, Teacher Education, Liberal Arts, Navajo History, Navajo Language and Culture, Social Science and Social Work, Computer Science, Life Sciences, and Pre- Engineering. New degree programs in Earth/Environmental Science and in Solid Waste Management Technology (1993) illustrate the College's developing interest in helping the Navajo Nation to understand and cope with environmental concerns, but funding limitations restrict the offering of such programs to only one of our seven sites across the Navajo Nation.

NCC: RESEARCH PROGRAMS

Interest in environmental and natural resource issues is evident also in research projects involving faculty and students that are currently underway at the Shiprock Campus. Shiprock is located in the center of the rich mineral resources of the Navajo Nation that has seen much activity in the exploitation of coal, oil, natural gas and uranium resources. Energy-related research conducted by NCC faculty and students has included a study of the human health impact of uranium radiation; current projects entitled "Ground-Water Quality and Hydrogeology of the Northeast Navajo Nation" and "Environmental Geology and Impacts of Fossil-Fuel Industries in Arid Regions"; and, a projected study, "Wind Energy as a Potential Source for Rural Navajo Homes". Such projects have enjoyed the support of the Department of Energy, the National Institutes of Health, and the Los Alamos National Laboratory. NCC is also supported in these areas through partnership with the Lawrence Livermore National Laboratories and through membership in the Waste-Mangement Education and Reserch Consortium (WERC) and the Partnership for Environmental Technology Education (PETE).

Tommy Lewis, Jr., Ed.D.
Land-Grant Status Testimony
November 18, 1993

The Shiprock Campus of Navajo Community College, with support for the past 15 years from the Minority Biomedical Research Support (MBRS) program of the National Institutes of Health, has also conducted research into health problems which are of concern to the Navajo Nation, including research on streptococcal disease, diabetes, alcoholism, cardiopulmonary disease and gastroenteritis.

The College has taken initiatives in promoting the economic well-being of the Navajo Nation. In 1991-92, the Social Sciences Division of Shiprock Campus participated in the "Reservation Economic Impact Study for the Shiprock Agency" in association with the New Mexico Economic Development and Tourism Commission and First Nations Development Institute. This year, NCC signed a Memorandum of Understanding with the University of Michican Business Assistance Corps, to jointly promote business management education and economic development through the College.

Taken together these educational and research programs demonstrate Navajo Community College's philosophy of community service and practical education, consistent with the historic purposes of land grant institutions.

NAVAJO COMMUNITY COLLEGE ENROLLMENT

Included in Appendix "B" are enrollment statistics for Navajo Community College from 1983 through 1993 showing total enrollment and total FTE enrollment in support of the tremendous growth of the College. The total student enrollment at Navajo Community College has increased by 13.2% within the past year. The following statistics show the total increase by headcount and FTE at the Tsaile Campus, Shiprock Campus, and Community Campus, for your information.

	Spring '93	Fall '93
Tsaile	488	588
Shiprock	431	475
Community Campus	993	1,102
Total Head Count	1,912	2,165
Total FTE	1,361	1,548

This increase confirms the well-being of Navajo Community College, its achievements and accomplishments in providing quality education for our American Indian people. In order to maintain this momentum and achievement, we must have the financial resources to continue provision of quality services.

Included in Appendix "C" are data processed by the Registrar's Office, Tsaile Campus, dated November 1, 1993, regarding students attrition and retention. Attrition is defined as those students who withdraw over the course of one semester. Retention is calculated as those who have continued and returned. The retention rate for Fall 1993 was calculated at 65%.

EDUCATIONAL NEEDS AND PRIORITIES

A major obstacle to successful rural development in the Navajo Nation is the acute shortage of Navajo people educated and trained in the wide range of professional and technical fields essential to such development.

It is a stated top priority of the Zah-Plummer leadership to increase the number of scholarships available to Navajo students, and otherwise to strengthen Navajo sovereignty through the technical capability to manage all aspects of the development of Navajo educational and economic opoprtunities.

It is also a top priority of the Division of Natural Resources to increase the number of Navajo students entering and successfully completing their studies in all natural resources technical and professional fields.

The opportunity exists to obtain Congressional support for the authorization of an Indian "Land Grant Institute system", comparable to that now serving all fifty states, the U.S. territories and possessions, and the African-American people in the Southeast.

A Navajo Land Institute will build on the existing foundation of the Navajo Community College to establish federally-funded four-year programs in all professional and technical fields needed to protect, restore, manage

and develop all Navajo natural resources, and to plan and sustain comprehensive rural development.

A Navajo Land Institute will enable Navajo students to receive four-year degrees in the Navajo Nation in engineering, hydrology, range conservation, economics, business management, marketing and the many other fields essential to successful range development. There is every reason to believe that provision of such education at home will improve the retention and graduation rates for Navajo college students.

The Navajo Nation has already raised the need for an Indian Land Grant Institute system before the House Subcommittee on Indian Affairs in April, 1993 testimony at field hearings on Indian Rural Development. It is now proposed to pursue this opportunity vigorously through development of legislative amendments and efforts to obtain Congressional sponsors, if this initiative meets with the full support of the Zah-Plummer leadership.

Navajo Community College fully supports the Navajo Nation position for the proposed language changes (Appendix "D") they will present in separate written testimony for inclusion and consideration in S. 1345.

SUMMARY

The initiative and self-determination to serve the people through educational programs by the Native American-controlled colleges is in accordance with the traditional land-grant mission. This effort strives to meet the needs of a population that is not now being adequately served by the traditional educational system; the exact situation that compelled the development of the original Land-Grant Act. Nowhere in the literature of this movement, nor in discussions with the parties involved is there a noticeable desire to reinvent the wheel. Instead, this initiative is pervaded by an attitude of cooperation. The Native Americans are uttering a loud cry for a place at the table. And the result would be a system that involves and caters to the needs of the majority of our society, as well as to the special needs of the African-American community, Hispanics, and the Native Americans -- the first Americans.

Tommy Lewis, Jr., Ed.D.
Land-Grant Status Testimony
November 18, 1993

We believe that tribally controlled colleges are analogous to those institutions currently eligible under the Morrill Act and should be added in order for the Federal Government to strengthen its commitment to equal educational opportunity for all Americans, including Native Americans. By approving this legislation, you will not only bring equity in land grant status, but you will also allow Native America: institutions and communities, the opportunity to fully develop their natural and human resources and realize self-sufficiency.

The Navajo Community College is in full support of the American Indian Higher Education Consortium's position on the overall land-grant status initiative. We know for a fact that AIHEC has also worked very diligently with the NASULGC organiation and the Historically Black Colleges and Universities in discussing the terms and conditions of which this initiative can be wholeheartedly suported by all concerned parties. Our Navajo Nation President, Peterson Zah, is also submitting separate testimony in support of the land-grant status initiative. The Navajo Nation testimony is also in line with the overall views and positions of AIHEC, NASULGC and HBCU.

APPENDIX "A"

DEMOGRAPHY AND ECONOMY

POPULATION STATISTICS:

Navajo Population on Reservation source: 1990 Census	131,422
Total Navajo Population source: 1990 Census	219,198
Total Native American Population on Navajo Nation source: 1990 Census	151,105
Total Native American-State of Arizona source: Navajo Economic Development 1991	203,527
Total Navajo Population-State of Arizona source: Navajo Economic Development 1991	104,682
Total Population within Navajo Nation -State of Arizona source: Navajo Economic Development 1991	90,964
Total Native American Population within Navajo Nation-State of Arizona source: Navajo Economic Development 1991	87,590
Total Navajo population within Navajo Nation -State of Arizona source: Navajo Economic Development 1991	82,367
NN Persons Per Family source: 1990 Census	4.54
NN Persons Per Household source: 1990 Census	4.07
NN Median Age source: 1990 Census	22.3

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EXPENDITURE STATISTICS:

Total Personal Income of the Navajo Nation source: Navajo Economic Development 1991	$900,032,754
Total Money Spent Inside the Navajo Nation source: Navajo Economic Development 1991	$264,954,832
Total Outflight of Navajo Dollars source: Navajo Economic Development 1991	$635,377,922

EMPLOYMENT STATISTICS:

NN Per Capita Income 1991 source: Navajo Economic Development 1991	$ 5,958
NN Per Capita Income 1990	$ 4,106
White Per Capita Income 1990	$ 15,252
Black Per Capita Income 1990	$ 15,624
American Indian Per Capita Income 1990	$ 3,719
Asian & Pacific Islander Per Capita Income 1990	$ 15,008
U.S. Population Per Capita Income 1990 source: 1990 Census	$ 19,082
NN Total Navajo Labor Force source: Navajo Economic Development 1991	50,368
NN Total People Employed source: Navajo Economic Development 1991	31,975
NN Total People Unemployed source: Navajo Economic Development 1991	18,393
NN Unemployment Rate in 1991 source: Navajo Economic Development 1991	36.52%
NN Unemployment Rate in 1990 For Male 30.30% For Female 24.90% source: 1990 Census	27.90%

PERSONAL INCOME STATISTICS:

NN Salaries and Wages source: Navajo Economic Development 1991	$832,395,509
NN Transfer Payments (AFDC, Commodities, WIC, Food Stamps, General Assistance) source: Navajo Economic Development 1991	$ 48,287,245
NN Livestock (Sheepherders) source: Navajo Economic Development 1991	$ 17,350,000
NN Crops (Alfalfa, Corn, Beans, etc) source: Navajo Economic Development 1991	$ 2,000,000

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MEDIAN INCOME AND POVERTY LEVEL STATISTICS:

NN Median Household Income	$ 10,433
NN Median Family Income	$ 11,885
NN Persons Living Below Poverty Level source: 1990 Census	56.10%

WHOLESALE AND RETAIL TRADE STATISTICS:

Percentage of Navajo Employment in the Wholesale & Retail Trade Sector source: Navajo Economic Development 1991	8.43%
Percentage of U.S. Employment in the Wholesale & Retail Trade Sector source: Navajo Economic Development 1991	20.58%

EDUCATION STATISTICS:

NN % of Population 25 Years or Older with High School Degree source: 1990 Census	43.5%
American Indians Only source: 1990 Census	41.3%
NN % of Population 25 Years or Older with Four-Year Degree source: 1990 Census	5.5%
American Indians Only source: 1990 Census	3.00%

HOUSING STATISTICS:

NN Total Number of Houses source: 1990 Census	56,188
NN Number of Vacant Houses source: 1990 Census	19,399
NN Housing Units Lacking Plumbing source: 1990 Census	50.85%
NN Units Lacking Kitchen Facilities source: 1990 Census	46.95%
NN Housing Units Lacking Telephones source: 1990 Census	77.50%

NAVAJO 1991 EMPLOYMENT & INCOME STATISTICS
DIVISION OF ECONOMIC DEVELOPMENT
TECHNICAL SUPPORT DEPARTMENT
TABLE NO. 8

Economic Sector	Navajo		Non-Navajo		Total Salary & Benefits
	Male	Female	Male	Female	
Agriculture	150	100	5	2	$8,573,155
Mining	1,845	167	558	33	150,279,517
Construction	943	49	2	0	5,386,052
Manufacturing	489	443	25	4	16,284,927
Transportation/Communications /Utilities	1,324	619	383	81	80,588,260
Wholesale & Retail Trade	912	1,509	162	111	23,399,124
Finance/Insurance/Real Estate	182	234	7	1	3,949,108
Services	2,706	6,204	1,539	2,644	271,347,007
Government	3,196	4,027	665	694	$272,908,359

TOTAL NAVAJO MALE → 11,727 — $832,695,509

TOTAL NAVAJO FEMALE → 13,352

TOTAL NAVAJO EMPLOYMENT → 25,079 → 78.4% Navajo Employed

TOTAL NON-NAVAJO MALE → 3,326

TOTAL NON-NAVAJO FEMALE → 3,570

TOTAL NON-NAVAJO EMPLOYMENT → 6,896 — 21.6% Non-Navajo Employed

TOTAL EMPLOYMENT → 31,975

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Navajo Nation	Number of Employers
Agriculture	1
Mining	18
Construction	60
Manufacturing	6
T/C/U	81
Wholesale & Retail Trade	262
F/I/RE	35
Services	141
Government	36
	640

Chinle Agency	Number of Employers
Agriculture	0
Mining	2
Construction	14
Manufacturing	0
T/C/U	10
Wholesale & Retail Trade	38
F/I/RE	4
Services	20
Government	6
	94

Eastern Navajo Agency Agency	Number of Employers
Agriculture	0
Mining	0
Construction	8
Manufacturing	0
T/C/U	14
Wholesale & Retail Trade	24
F/I/RE	2
Services	12
Government	6
	66

Ft. Defiance Agency	Number of Employers
Agriculture	0
Mining	1
Construction	19
Manufacturing	4
T/C/U	30
Wholesale & Retail Trade	70
F/I/RE	14
Services	44
Government	11
	193

Shiprock Agency	Number of Employers
Agriculture	1
Mining	13
Construction	14
Manufacturing	1
T/C/U	14
Wholesale & Retail Trade	57
F/I/RE	4
Services	29
Government	5
	138

Western Navajo Agency	Number of Employers
Agriculture	0
Mining	2
Construction	5
Manufacturing	1
T/C/U	13
Wholesale & Retail Trade	73
F/I/RE	11
Services	36
Government	8
	149

GRAND TOTAL 640

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Agency	Business Type	Salary	Nav Male	Nav. Femal	NN Male	NN Female	Gross Receipt
CH	Construction	690,403	193	9	0	0	363,191
CH	Finance, Insurance & Real Estate	300,425	18	17	0	0	21,700
CH	Government & Public Administration	24,471,005	265	339	38	76	0
CH	Mining	3,329,193	34	0	5	0	19,075,000
CH	Services	40,040,909	736	1,119	186	322	2,516,038
CH	Transportation, Communications & Utili	2,018,471	61	27	1	3	9,985,976
CH	Wholesale & Retail Trade	3,865,871	138	244	35	21	35,059,329
		73,616,176	1,442	1,754	265	422	67,031,234
EN	Construction	1,681,864	241	9	0	0	265,400
EN	Finance, Insurance & Real Estate	131,832	7	2	0	0	0
EN	Government & Public Administration	26,884,762	312	489	55	35	0
EN	Services	32,068,926	311	867	72	192	313,750
EN	Transportation, Communications & Utili	1,220,099	34	29	1	3	2,988,118
EN	Wholesale & Retail Trade	1,468,851	65	109	17	9	9,304,059
		63,105,734	970	1,505	145	239	12,871,327
FD	Construction	779,230	149	14	0	0	1,271,385
FD	Finance, Insurance & Real Estate	1,150,504	71	98	2	0	627,315
FD	Government & Public Administration	158,061,780	1,927	2,240	481	356	6,380
FD	Manufacturing	11,005,156	327	198	6	0	16,583,435
FD	Mining	26,966,000	360	22	84	3	165,045,909
FD	Services	81,294,444	730	1,780	402	518	2,857,470
FD	Transportation, Communications & Utili	8,807,492	459	258	29	13	43,536,587
FD	Wholesale & Retail Trade	5,426,298	189	349	26	7	36,851,362
		293,490,904	4,212	4,956	1,030	897	266,779,863
SR	Agriculture, Forestry & Fishing	8,573,155	150	100	5	2	32,000,000
SR	Construction	1,754,498	270	14	2	0	545,587
SR	Finance, Insurance & Real Estate	554,618	20	19	1	0	31,600
SR	Government & Public Administration	29,977,685	291	441	29	51	0
SR	Manufacturing NFPI	1,980,000	35	72	6	0	0
SR	Mining	71,549,369	696	94	362	26	44,889,450
SR	Services	47,018,642	430	1,050	372	800	1,728,341
SR	Transportation, Communications & Utili	43,056,340	486	149	221	25	10,191,659
SR	Wholesale & Retail Trade	4,387,154	205	305	41	27	38,808,788
		208,851,461	2,573	2,244	1,039	931	128,185,425

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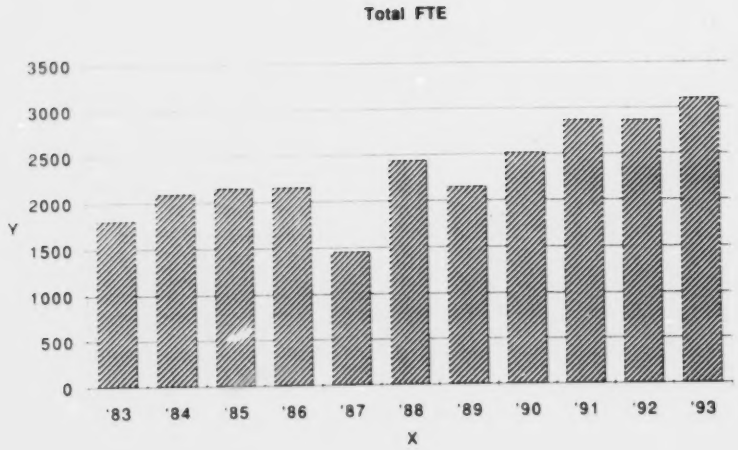
Agency	Business Type	Salary	Nav Male	Nav. Femak	NN Male	NN Female	Gross Receipt
WN	Construction	460,357	90	3	0	0	48,300
WN	Finance, Insurance & Real Estate	1,811,729	69	98	4	1	53,181,507
WN	Government & Public Administration	33,843,127	401	519	62	176	0
WN	Manufacturing	3,299,771	107	176	13	4	5,216,070
WN	Mining	49,534,955	765	51	107	4	220,475,182
WN	Services	70,934,187	499	1,388	507	812	5,460,180
WN	Transportation, Communications & Util	25,485,859	284	156	111	37	9,352,608
WN	Wholesale & Retail Trade	8,261,250	315	502	43	47	56,010,567
		193,631,234	2,530	2,893	847	1,081	349,731,414

APPENDIX "B"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1500
1000
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'84
'85
'86
'87
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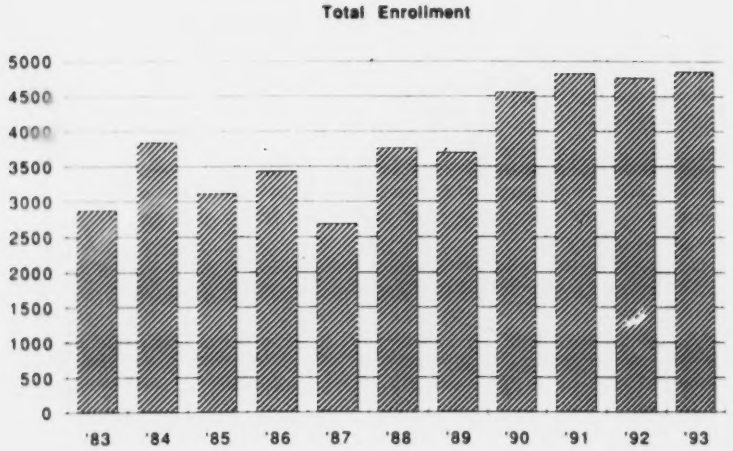
'90
'91
'92
'93
X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4000
3500
3000
2500
2000
1500
1000
500
0
'83
'84
'85
'86
'87
'88
'89
'90
'91
'92
'93

APPENDIX "C"

Definition of Terms

ATTRITION
- those students who withdraw over the course of one semester

RETENTION
- We calculate retention as those who have continued and returned. 65% for fall 1993

There are several types of admission statuses, they are:

CONTINUING
- those students who continue attendance from the fall to spring semsters and spring to fall, excluding summer sessions. 44% for fall 1993

NEW
- those students who are new to NCC and have never attended another institution. 29% for fall 1993

RETURNING
- those students who return after stopping out a fall or spring semester. 21% for fall 1993
ex: enroll fall 1992, sit out spring 1993, return fall 1993

TRANSFER
- those students who transfer in from other institutions. 6% for fall 1993

There are two types of drops, they are:

INSTRUCTOR INITIATED DROP
STUDENT INITIATED DROP

There are two types of withdrawal, they are:

OFFICIAL
- student officially withdraws

UNOFFICIAL
- student leaves institution without officially withdrawing.

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The following data is from the Registrar's Office dated 11/1/93.

Attrition Data for fall 1993

Tsaile Campus	41/605 = 6%
Shiprock Campus	36/493 = 7.3%
Chinle Campus	23/337 = 6.8%
Crownpoint Campus	16/170 = 9.4%
Ganado Campus	12/136 = 8.8%
Tuba City Campus	26/288 = 9%
Window Rock Campus	32/265 = 12%

Retention Data for Fall 1993

Tsaile Campus	94%
Shiprock Campus	92.7%
Chinle Campus	93.2%
Crownpoint Campus	90.6%
Ganado Campus	91.2%
Tuba City Campus	91%
Window Rock Campus	88%

Reasons for withdrawal

Lack of transportation
Employment
Excessive absences
Instructor drop
No-show
Course too challenging
Relocation
Difficulty understanding instructor
Medical reason
No financial aid
Death in the family
Family problems
Time conflict (unable to take time off from work)

Summary of Graduation Survey

A survey compiled on 10/21/93 had the following results. 115 of the 551 graduates over the last five years (1989 - 1993) responded, giving us a 21% response rate.

61% of them were still in school either full-time or part-time.

63% indicated having attended another institution after NCC.

61% were satisfied with the transferrability of NCC courses.

43% felt NCC prepared them for transfer.

70% were employed

43% indicated employment being in the field of Education.

64% indicated that their employment was related to their major.

58% of them were employed on the Navajo reservation.

72% were satisfied with the preparation NCC provided them for the work force.

86% of them were satisfied with their experience at NCC.

63% expressed an interest in attending alumni activities.

59% were interested in joining an alumni organization.

10/21/93

GRADUATE SURVEY

Of the 551 surveys sent out, 115 returned the survey (21% response rate).

Chapter the graduate is from:

Shiprock	11
Lukachukai	9
Chinle	7
Tuba City	6
Tsaile/Wheatfields	6
Rock Point	4
Cornfields	3
Many Farms	3
Round Rock	3
Sanostee	3
St. Michaels	3
Beclahbeto	3
Lower Greasewood	3
Crystal	2
Pinon	2
Teesto	2
Naschitti	2
Blue Gap	2
Fort Defiance	2
Two Grey Hills	2
Cottonwood/Tselani	2
Kinlichee	2
Torreon	2
Shonto	2
Pinedale	1
Newcomb	1
Chilchinbeto	1
White Cone	1
Ramah	1
Sweetwater	1
Houck	1
Hogback	1
Klagetoh	1
Leupp	1
Wide Ruins	1
Crownpoint	1
Coalmine	1
Steamboat	1
Dilcon	1
Tohatchi	1
Coppermine	1
Mariano Lake	1
Ganado	1

Chapter the graduate is from (con't.):

Cove	1
Jeddito	1
Low Mountain	1
	107
No response	8

Students are from 46 Chapters mentioned above.

1. What is your present educational status?

Full-time	52/115 = 45%
Part-time	18/115 = 16%
Not enrolled	44/115 = 38%
No response	1/115 = 1%

A. Of the 70 who are in school these are the degrees they are pursuing:

Bachelor of Arts	16
B.A.(Elementary Education)	12
Bachelor of Science	9
Bachelor of Social Work	5
Master of Arts	3
Associate of Arts	2
Master of Science	1
Master of Business Admin	1
Juris Doctorate	1
Associate of Science (Nursing)	1
Associate of Applied Science	1
Pre-Medicine	1
Elementary Education Cert.	1
	54
No response	16

B. College attending

NAU	21
ASU	9
FLC	7
Prescott College	5
U of A	5
UNM-Gallup	5
UNM	2
NCC	1
NMHU	1
San Juan College	1

B. College attending (con't)

NMSU	1
TVI	1
College of Santa Fe	1
	60
No response	10

2. Since graduating from NCC have you attended another college?

A. Yes 72/115 = 63%
No response 43/115 = 37%

B. Name of Institution attended

NAU	25
FLC	11
ASU	10
UNM-Gallup	7
U of A	7
UNM	5
Prescott College	5
NMHU	1
University of Phoenix	1
NCC	1
San Juan College	1
NMSU	1
TV-I	1
College of Santa Fe	1
Northwest Ind. College	1
University of Minnesota	1
	79
No response	36

Earned a Baccalaureate Degree 8

Degree Earned

B.A.	3
B.A. (Elementary Education)	1
B.S. (Computer Science)	1
not answered	3
	8

3. If you attended another college, were you:

Satisfied w/transferrability of NCC courses	70/115 = 61%
Dissatisfied " " " "	8/115 = 7%
No response	37/115 = 32%

4. If you transferred to a 4-year college, did NCC help prepare you for transfer?

Yes	49/115 = 43%
No	25/115 = 22%
No response	41/115 = 35%

5. If you graduated from high school, from which one:

Chinle	14
Shiprock	9
Tuba City	6
Window Rock	5
Intermountain	4
Many Farms	4
Monument Valley	3
Wingate	3
Winslow	2
Red Mesa	2
Rock Point	2
St. Catherine	2
Ganado	2
St. Michael's	2
Cuba	2
Alchesay	1
Ganado Mission	1
Rehobeth	1
Fort Sill Indian School	1
Bloomfield	1
Albuquerque	1
Ignacio	1
Pine Hill	1
Irvine Adult	1
Tohatchi	1
Navajo Academy	1
Flagstaff	1
South Sevier	1
Highland	1
Holbrook	1
	66
G.E.D.	5
No response	44

6. What is your present employment status?

Employed full-time	62/115 = 54%
Employed part-time	18/115 = 16%
Seeking employment	13/115 = 11%
In Armed Forces	0
Not in work force/not seeking employment	19/115 = 16%
Other	3/115 = 3%

7. What is your present occupational title?

Of the 80 who were employed, these were their occupational titles...

Teacher Aide	17
Social Worker	5
Clerk Typist	5
Substitute Teacher	4
Navajo Language Instructor	4
Teacher	3
Executive Secretary	3
Cashier	3
Administrative Assistant	3
Laborer	2
Financial Aid Technician II	2
Lead Teacher	1
Budget Analyst	1
Attendance Monitor	1
Administrative Service Officer	1
Law Clerk	1
Public Information Officer	1
Designer	1
Librarian	1
Librarian Aide	1
Court Liaison	1
Materials Handler	1
Accounting Clerk'	1
Systems Analyst	1
Communications Operator	1
Range Conservationist Trainee	1
Waitress	1
Student Research Assistant	1
Services Coordinator	1
Assistant Registrar	1
Vocational Instructor	1
Buyer	1
Counseling Technician	1
Instructioanl Nursing Assistant	1
Vocational Rehabilitation Counselor	1

7. What is your present occupational title? (con't)

Supportive Employment Officer	1
Bus Driver	1
Lab Technician	1
Computer Technician	1
Equipment Manager	1
	80

8. With what economic sector are you employed?

Self-employed	4/115 = 3%
Education	50/115 = 43%
Military	0
Government	13/115 = 11%
Business/Industry	10/115 = 9%
Service Industry	5/115 = 4%
Law	4/115 = 3%
Other	5/115 = 4%
No response	24/115 = 21%

9. If employed, is your present job related to your major?

Directly related	43/115 = 38%
Somewhat related	30/115 = 26%
Not related	8/115 = 7%
No response	34/115 = 29%

10. If employed, are you working off or on the Navajo reservation?

Off	14/115 = 12%
On	67/115 = 58%
No response	34/115 = 30%

11. How well did your studies at NCC prepare you for entry into the work force?

Very satisfied	39/115 = 34%
Satisfied	44/115 = 38%
Dissatisfied	5/115 = 4%
No response	28/115 = 24%

12. Overall, how would you rate your experience at NCC?

Very Satisfied	44/115 = 38%
Satisfied	55/115 = 48%
Dissatisfied	3/115 = 3%
Very Dissatisfied	0/102 = 0
No response	15/115 = 13%

13. Would you be interested in attending alumni activities?

Yes	73/115 = 63%
No	27/115 = 23%
No response	15/115 = 13%

14. Would you be interested in joining an alumni organization?

Yes	68/115 = 59%
No	31/115 = 27%
No response	16/115 = 14%

15. When data from this survey is compiled, would you like us to send you a summary?

Yes	99/115 = 86%
No	4/115 = 3%
No response	12/115 = 11%

MEMORANDUM

TO: Staff of Select Committee on Indian Affairs and Cosponsors of S. 1345.

FROM: Marjorie Steinberg and David Thomson

RE: Revisions to S. 1345: Amendments in the Nature of a Substitute.

DATE: November 17, 1993

I would like to begin by thanking you all for your support. After introduction of S. 1345 and consultation with interested parties, we have developed a few changes to the language of the bill. Here they are by section:

SECTION 1: No Changes
SECTION 2: Part 1 deleted. Part 2: Changed definition to "1994 Institutions" to avoid confusion over what constitutes a tribally controlled community college. 29 tribally controlled colleges were then listed specifically in place of the broad definition in an effort to narrow the scope of eligibility to those colleges that currently exist.

SECTION 3: B) Limited the eligibility of the 1994 Institutions with exceptions to programs available to 1890 Colleges. Increase the one time appropriations to $23 million

SECTION 4 AND 5: Provided separate authorization for research facilities and institutional improvement to 1994 Institutions so that they are not forced to compete for programs currently available to existing land grant colleges.

Again, thank you for your support. If you have any questions, please feel free to contact Marjorie Steinberg or David Thomson at 4-5521.

BEST COPY AVAILABLE

AMENDMENT NO. ____ Calendar No. ____

Purpose: To provide a substitute.

IN THE SENATE OF THE UNITED STATES—103d Cong., 1st Sess.

S. 1345

To provide land-grant status for tribally controlled community colleges, tribally controlled postsecondary vocational institutions, the Institute of American Indian and Alaska Native Culture and Arts Development, Southwest Indian Polytechnic Institute, and Haskell Indian Junior College, and for other purposes.

Referred to the Committee on _____
and ordered to be printed

Ordered to lie on the table and to be printed

AMENDMENT IN THE NATURE OF A SUBSTITUTE intended to be proposed by Mr. BINGAMAN

Viz:

Strike out all after the enacting clause and insert in lieu thereof the following:

SECTION 1. SHORT TITLE.

This Act may be cited as the "Equity in Educational Land-Grant Status Act of 1993".

SEC. 2. DEFINITION.

As used in this Act, the term "1994 Institutions" means any one of the following colleges:

(1) Bay Mills.

(2) Blackfeet.

(3) Cheyenne River.

(4) D–Q University.

(5) Dull Knife.

(6) Fond Du Lac.

(7) Fort Belknap.

(8) Fort Berthold.

(9) Fort Peck.

(10) LacCourte Orielles.

(11) Little Big Horn.

(12) Little Hoop.

(13) Nebraska Indian.

(14) Northwest Indian.

(15) Oglala Lakota.

(16) Salish Kootenai.

(17) Sinte Gleska.

(18) Sisseton Wahpeton.

(19) Standing Rock.

(20) Stone Child.

(21) Turtle Mountain.

(22) Navajo Community College.

(23) United Tribes Technical College.

(24) Southwest Polytechnic.

(25) Institute of American Indian Art.

(26) Crownpoint Institute of Technology.

(27) Haskell.

(28) Leech Lake Tribal College.

(29) College of the Menominee Nation.

SEC. 3. LAND-GRANT STATUS FOR 1994 INSTITUTIONS.

(a) IN GENERAL.—1994 Institutions shall be considered land-grant colleges established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the Act of July 2, 1862 (12 Stat. 503; 7 U.S.C. 301–305, 307, and 308).

(b) APPLICABILITY OF RELATED PROVISIONS.—

(1) IN GENERAL.—Except as provided in paragraph (2), any provision of any Act of Congress relating to the operation of, or provision of, assistance to a land-grant college in the United States, Puerto Rico, the District of Columbia, the United States Virgin Islands, Guam, American Samoa, or the Northern Mariana Islands shall apply to 1994 Institutions in the same manner and to the same extent as such provision applies to land-grant colleges.

(2) EXCEPTIONS.—This subsection shall not apply to any Act of Congress to assist agricultural research at colleges eligible to receive funds pursuant to the Act of August 30, 1890 (26 Stat. 417, chapter 841; 7 U.S.C. 322 et seq.), the Act of May 8, 1914 (38 Stat. 372, chapter 79; 7 U.S.C. 341 et

seq.), or the Act of March 2, 1887 (24 Stat. 440, chapter 314; 7 U.S.C. 361a et seq.).

(c) AUTHORIZATION OF APPROPRIATIONS.—In lieu of extending to 1994 Institutions, the provisions of the Act of July 2, 1862 (12 Stat. 503, chapter 130; 7 U.S.C. 301 et seq.), relating to donations of public land or land scrip for the endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts, there is authorized to be appropriated $23,000,000 to 1994 Institutions. Amounts appropriated pursuant to this section shall be held and considered to have been granted to 1994 Institutions subject to the provisions of that Act applicable to the proceeds from the sale of land or land scrip.

SEC. 4. APPROPRIATIONS.

(a) The Act of August 30, 1890 (26 Stat. 417, chapter 841; 7 U.S.C. 322 et seq.) is amended—

(1) in section 1 (7 U.S.C. 322)—

(A) by inserting after "$50,000" the following: ", and to each 1994 Institution (as defined in section 2(2) of the Equity in Educational Land-Grant Status Act of 1993), $50,000,"; and

(B) by inserting after "That said colleges" the following: "and 1994 Institutions"; and

(2) in section 2 (7 U.S.C. 324)—

(A) by inserting "and 1994 Institutions" after "colleges", the first place such word appears;

(B) by inserting after "of the college," the following: "1994 Institutions,"; and

(C) by inserting after the first sentence the following: "In the case of a 1994 Institution, said sums shall be paid over to the State or Territorial treasurer of the State or Territory in which such 1994 Institution is located.".

(b) Section 3 of the Act of May 8, 1914 (38 Stat. 373, chapter 79; 43 U.S.C. 343) is amended—

(1) in subsection (b), by adding at the end the following new paragraph:

"(3) There is authorized to be appropriated for the fiscal year ending June 30, 1994, and for each fiscal year thereafter, for payment on behalf of the 1994 Institutions, $5,000,000 for the purposes set forth in section 2. Such sums shall be in addition to the sums appropriated for the several States and Puerto Rico, the Virgin Islands, and Guam under the provisions of this section. Such sums shall be distributed on the basis of a competitive applications process to be developed and implemented by the Secretary and paid by the Secretary to State institu-

tions established in accordance with the provisions of the Act of July 2, 1862 (12 Stat. 503, chapter 130; 7 U.S.C. 301 et seq.) (other than 1994 Institutions) and administered by such institutions through cooperative agreements with 1994 Institutions in their States in accordance with regulations to be adopted by the Secretary.";

(2) by redesignating subsection (f) as subsection (g); and

(3) by inserting the following new subsection:

"(f) There shall be no matching requirement for funds made available pursuant to subsection (b)(3).".

SEC. 5. RESEARCH FACILITIES.

The Research Facilities Act (7 U.S.C. 390 et seq.) is amended—

(1) in section 2 (7 U.S.C. 390a)—

(A) by striking "The purpose" and inserting "(a) IN GENERAL.—The purpose"; and

(B) by adding at the end the following new subsection:

"(b) 1994 INSTITUTIONS.—For fiscal years 1995 through 1999, it shall be the purpose of this Act to assist 1994 Institutions to construct, acquire, and remodel buildings, laboratories, and other capital facilities (including fixtures and equipment) necessary to more effectively con-

duct research in agriculture and sciences through matching grants to be awarded on a competitive basis.";

(2) in section 3 (7 U.S.C. 390b)—

(A) in paragraph (2), by striking "and" the last place it appears;

(B) in paragraph (3), by striking the period at the end and inserting "; and"; and

(C) by adding at the end the following new paragraph:

"(4) the term '1994 Institutions' means any of the following colleges:

"(A) Bay Mills.

"(B) Blackfeet.

"(C) Cheyenne River.

"(D) D–Q University.

"(E) Dull Knife.

"(F) Fond Du Lac.

"(G) Fort Belknap.

"(H) Fort Berthold.

"(I) Fort Peck.

"(J) LacCourte Orielles.

"(K) Little Big Horn.

"(L) Little Hoop.

"(M) Nebraska Indian.

"(N) Northwest Indian.

"(O) Oglala Lakota.

"(P) Salish Kootenai.

"(Q) Sinte Gleska.

"(R) Sisseton Wahpeton.

"(S) Standing Rock.

"(T) Stone Child.

"(U) Turtle Mountain.

"(V) Navajo Community College.

"(W) United Tribes Technical College.

"(X) Southwest Polytechnic.

"(Y) Institute of American Indian Art.

"(Z) Crownpoint Institute of Technology.

"(AA) Haskell.

"(BB) Leech Lake Tribal College.

"(CC) College of the Menominee Nation.";

and

(3) in section 4 (7 U.S.C. 390c)—

(A) by redesignating subsections (b) and (c) as subsections (c) and (d), respectively; and

(B) by inserting the following new subsection:

"(b) 1994 INSTITUTIONS.—For each of fiscal years 1995 through 1999, there are authorized to be appropriated $1,700,000 for grants to 1994 Institutions (as de-

fined in section 3(4)) for the purposes described in section 2(b).".

Amend the title so as to read: "A bill to provide land-grant status for certain Indian colleges and institutions.".

74-503 O - 94 (88)

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